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ABSTRACT

Four issues of the newletter focus on aspects of education for academically talented students. The major articles in each issue address the following topics: the importance of career, psychosocial, and academic counseling for gifted students; curriculum development; summer programs of the Midwest Talent Search (MTS); leadership training; the definition and development of talent; profiles of successful students in the MTS program; effective study habits for students; and reasons young children write. Newsletters also include lists of books, summaries of educational highlights, and legislative news. (CL)

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Volume II, Issue 1 Winter, 1984

Midwest Talent Search Quarterly
of Northwestern University

A publication for parents and educators of academically talented students

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sari Steinberg, page 18

Education Is Primary Business of National Consortium

The National Business Consortium for the Gifted and Talented was formed in 1980, bringing business leaders into partnership with educators to ensure appropriate education of the gifted. Business already is heavily involved in education, according to the American Society for Training and Development, which estimates that $30 billion is spent annually by business to train employees, putting a remedial plan into action to compensate for what is *not* happening in the schools.

With business leaders and educators both having a large stake in the quality of education, a partnership like the consortium can be a forceful vehicle not only for pooling resources, but also for channeling efforts constructively. For example, Frank Ikard, president of the consortium and former head of the American Petrolium Institute, believes business can help schools by:

- Establishing mentorships and internships that allow gifted youngsters to work closely with business;
- Lending experts to teach special classes;
- Giving students access to business facilities, particularly those with computers and high-tech equipment;
- Helping schools obtain the equipment needed.

A plan to improve education for the gifted was unveiled by the consortium at a congressionally sponsored reception in Washington in the spring of 1983. Under the plan, business will be the driving force in surveying some 16,000 school districts to identify needs and programs. These survey results will form the basis for recommendations made in joint meetings with school superintendents and business leaders. According to Secretary of Labor Raymond Donovan, "If the gifted and talented children in this country are going to get the kind of challenging instruction they want, need and deserve, then the impetus will have to come from outside the schools."

The consortium already has received commitments from business leaders in every state. Among projects to be implemented in the next two years are:

- Exploring key issues in the education of gifted and talented students;
- Advocating the enrichment and expansion of programs in education for the gifted;
- Identifying the political, social and economic forces that can help the movement;
- Publishing a comprehensive report on the status of gifted education in all states;
- Recommending a permanent structure and mission for the consortium.

The Education Council, an advisory group to the consortium's efforts, comprises experts in the field of gifted education. Their responsibility is to advise the consortium on programs, to help develop a model program which focuses on underserved, gifted populations, and to demonstrate ways business actively can be involved in the consortium's educational programs.

"The linkage between educators and business persons can only increase the opportunities for the gifted and enhance the educational ▷

substance of those opportunities," states Joyce VanTassel-Baska, member of the Education Council. Other members are Dorothy Sisk, chairperson, professor of special education, University of South Florida; June Cox, director of research, Richardson Foundation, Fort Worth, Texas; John Feldhusen, professor of educational psychology, Purdue University; James Gallagher, professor of education, University of North Carolina–Chapel Hill; Jacob Getzels, professor, University of Chicago; Sandra Kaplan, associate director of the Leadership Training Institute on the Gifted and Talented; Patricia Bruce Mitchell, gifted specialist, National Business Consortium and National Association State Boards of Education; Joseph Renzulli, professor of educational psychology, University of Connecticut; Julian Stanley, professor of psychology, The John Hopkins University; Paul Torrance, professor of education, University of Georgia; and Mary Hunter Wolfe, director, School of Performing Arts, New Haven, Connecticut. □

Counseling Workshop Seminars Held

Joyce VanTassel-Baska, Midwest Talent Search director (standing), welcomes adults who have come to participate in a series of seminars on counseling for the gifted offered this past fall at Northwestern University. Seated to her right is Speaker Michael Piechowski, Northwestern University professor. To his right are Leslie Bjorncrantz and Philis Hauser, both parents of preschoolers. Continuing around the table is Vince Hawkins from Cassopolis, Michigan, followed by Sandra Arbetter, Linda M. Ferrara, Carol Morreale, Zee Kroeschell, Bruce R. Brown, Paula Ostrolencki, Heidi Fabbri and Gayle Richter, all from the Chicago area.

"Cherubs" Earn Wings at Summer Institute

Ever since 1931, a select group of superior high-school students and teachers has gathered on Northwestern University's campus each summer to tackle college-level courses in six disciplines: music, radio/TV/film, theatre arts, engineering science, journalism, and forensics.

Under the National High School Institute, some cherubs (as the students affectionately are called) come down to earth to study solar power, plus the principles of physics and chemical engineering behind it. Others set the celestial rafters reverberating with Pachelbel's "Magnificat" and Stravinsky's "Pulcinella Suite." Still others, as part of the journalism venture, hear nationally known proponents and opponents debate an issue, then go back to their typewriters to write editorials explaining their own stands.

The institute was formed to bring gifted young people and superior teachers together in an atmosphere of affection, knowledge, and trust, explains Alison Good, institute administrator. In a fast-paced learning environment, they meet from 8 a.m. to as late as 10 p.m., six days a week for five intense weeks.

Competition to participate in the institute is stiff, according to Good. Student applications outnumber the available spots. And the opportunity to work with outstanding students in small groups prompted more than 100 teachers nationwide to apply for just 31 faculty associate positions last year. The theatre arts faculty alone included professional performers, designers, artists and directors from Juilliard, the Guthrie Theatre of Minneapolis, Carnegie-Mellon, Yale, and the Court Theatre of Chicago.

To enroll, students must have completed their junior year, says Good. They should also rank in the top quarter of their high-school class and meet standards of character, dependability, and intelligence. In addition, students are asked to submit evidence of special ability or interest in their chosen field.

Throughout the five-week session, students live in university residence halls, supervised by experienced counselors. Many faculty also live in the dorms.

Cost of the institute is $1,200. Some financial aid is available. For more information, contact Alison Good at the National High School Institute, Northwestern University, 1881 Sheridan Road, Evanston, Illinois 60201, (312) 492-3026. □

The science teacher explains an astronomy chart to eager pre-schoolers.

Commuter Programs Challenge Preschool, Elementary Age Children

Preschool and elementary age children who demonstrated high academic potential were eligible for a special 10-week commuter program offered by the Midwest Talent Search Project at Northwestern University. Preschoolers were offered a general enrichment class that emphasized creative thinking and problem solving and developed academic skills in language arts, social studies, science and mathematics. The preschoolers, who were eligible based upon a personal evaluation of the child's ability conducted by a registered school psychologist on Northwestern University's campus, were exposed to material at a higher conceptual level and in greater depth than is typical of preschool programs.

Elementary age children were eligible based upon recommendations from their schools and scores in the upper five per cent on any standardized ability, aptitude or achievement test. Courses available on two levels—primary, grades one through three, and intermediate, grades four through six—were offered in creative writing, science and mathematics. □

David Cook, preschooler in Northwestern Universities' 10-week commuter program, counts popcorn kernels.

Talent Development Is Explored

For insights into developing the talents of gifted youth, the Midwest Talent Search Quarterly interviewed A. Harry Passow, EdD, the Jacob H. Schiff Professor of Education at Teachers College, Columbia University.

Passow, who is honorary director of the World Council for Gifted Children, delivered a paper at the council's most recent meeting entitled, "Universal View on Programs of the Gifted" that presented data compiled from 33 countries.

Not only has he received the distinguished scholar award from the National Association for Gifted Children, but he also holds the award for outstanding achievement from the Association for the Gifted.

Throughout the 12 years (1954 through 1966) that he directed the talented youth project at Teachers College, his research focused on grouping by abilities, underachievement and a mathematics curriculum for able junior high school students. He also served as a consultant for program development in dozens of school systems from New York to Denver. Since 1966, he has studied preschool gifted students.

Passow earned BA and MA degrees from the State University of New York at Albany and MA and EdD degrees from Columbia University.

Q. What elements do you think are important in a program for gifted students?

A. First, I think a clear philosophy of developing talent is necessary. The faculty should have clear objectives and goals and not just say, we want to have a gifted program'. Necessary, too, are teachers who have been properly educated and who have a perception of what education of the gifted is all about.

Other elements critical to a gifted program are a rational procedure for identifying gifted students, an appropriately differentiated curriculum for developing talent, and the necessary resources, whether those be personnel (teachers, mentors, role models) or facilities in the school and the community (libraries, laboratories and studios). Finally, there should be appropriate counseling programs for the students, communication with and help for parents and links to community agencies which can assist in talent development.

The whole approach in developing programs for the gifted should reflect concern for the total curriculum, not just the piece we call education, but the gifted student's total experience.

Q. What are the important aspects of a curriculum for gifted students in mathematics, the sciences and the humanities?

A. First, the approach to developing a curriculum for the gifted in mathematics, the sciences, the humanities or any other discipline is the same. The basic structure of any discipline—how that discipline develops knowledge—determines the framework both for the content and the methods of inquiry. Second, one needs a clear understanding of what constitutes advanced as opposed to basic content. For example, a college level chemistry course is more advanced than a high school course, but understanding the differences leads to knowing what the content for the gifted should be. An advanced curriculum also can be differentiated in terms of pacing and acceleration and/or breadth and depth.

Specifically what is needed in any curriculum is systematic instruction where the scope and sequence of content are spelled out clearly, plus opportunities for individuals to go beyond direct instruction with independent study, research and/or writing.

Q. What is your estimation of the programs available overall to the gifted?

A. The programs overall are very uneven. In some schools, students are getting exemplary kinds of programs, but in others, there is very little. There are pockets of excellence everywhere i.e. the northeast, North Carolina, Texas, the midwest, just as there are pockets of nothing everywhere.

The process of distributing these programs more evenly is getting down to business. Sometimes the state education departments provide the mandate for leadership for gifted programs, for example, but sometimes it is a single school system, a teacher or parents who push the school and the state. All approaches are valid, providing that we do not shirk the responsibility for developing gifted programs. With state involvement, you may end up with a more encompassing, systematic approach to gifted programs, but every level—whether it's parents, teachers, school systems or the state—has a contribution to make to gifted education. I don't care where the leadership comes from providing it is there.

Q. How do you assess the nation's commitment to gifted education?

A. I have been through several cycles of interest in gifted education since 1954, and I see a resurgence of interest today. It is too soon to assess what impact all of these recommendations from educational commissions and task forces will have on gifted programs. If we follow all of their recommendations, we may abandon some programs for the gifted. On the other hand, with the push for excellence, we may see very positive results in education of the gifted. □

Universities Are Important To Talent Development

It is a double-edged sword to find a gifted youngster: on the one side, test scores give insights into the extent of the child's abilities, but on the other side is the extraordinary responsibility shared by parents, the child and educators for helping to develop those talents.

In this issue, we are exploring the role of local schools in talent development. But it is imperative as well to discuss what role, if any, universities and colleges should have in the vital task of nurturing giftedness. Put simply, why should seats of higher learning—the universities and colleges—be tapped for talent development?

Three-Pronged Rationale

There is a three-pronged rationale for university involvement. First, the universities pool human resources by offering in one setting the training and expertise of faculty and graduate students. Second, because universities are in the business of educating, their physical plants offer up-to-date science and language laboratories, computer facilities and libraries. Finally, cooperative arrangements can be made between secondary, middle or even primary schools and the universities at little or no expense to the lower schools, but to the benefit of all involved. An example is a trade-off, where the lower-level schools needing expertise use as their teachers the graduate students who want the experience.

Armed with reasons for why universities should be involved in talent development, let's ask what universities can provide. Consider the following:

- *Universities have the capability to offer advanced course work well beyond the high school level, through night courses, Saturday classes, summer programs and correspondence work.*
- *University personnel can serve as consultants to school districts on curriculum development or as mentors, either by mail or in person, for gifted students themselves.*
- *Universities offer the potential to train and/or re-train educational personnel in such content fields as mathematics, science, and the humanities as well as in the education of the gifted.*
- *Universities are logical sites for seminars on topics of interest in gifted education and have the ability to attract as speakers leading authorities in the field.*
- *Universities can advance the field of gifted education by research, development and evaluation activities in a geographical area.*

Given what's at stake—the proper nurturing of an individual's already-high abilities—separatism, whereby individuals, schools or even school districts function as isolated pockets, is no answer to talent development. Rather, an integrated approach that draws upon many resources, with universities/colleges being recognized and used for the unique benefits they offer, is a much more sound approach. It is an approach that certainly benefits those involved in talent development. But more important, it benefits the individuals who possess such talents. □

Letters

Editor's Note: The Midwest Talent Search Quarterly encourages letters to the editor.

The MTS Quarterly looks inspiring! I have found important information in it that I couldn't have found elsewhere. Your Stanley inspired program looks exciting, and I hope it continues to offer hope to gifted children who would otherwise be trapped in a lock-step education that forces them to drag their feet when they should be running at their own top speed.

Abe Tannenbaum
Teachers College
Columbia University
New York, New York

Your first issue of the *Midwest Talent Search Quarterly* is packed with lots of interesting, in-depth details about MTS. I enjoyed reading the "*Quarterly*" and found it especially helpful in the ongoing process of in-servicing the school districts about MTS opportunities.

Christina Dinklocker
Supervisor,
Programs for the Gifted
The Board of Education
Lakewood, Ohio

Many thanks for the beautiful copy of your Search Quarterly. My compliments! It's good enough, though, to set in larger type, especially for aging eyes.

Milton Gold
Executive Secretary,
The World Council for Gifted and Talented Children, Inc.
New York, New York

Editor's Note: Beginning with this issue, the Midwest Talent Search Quarterly is being set in larger type.

Local Schools' Gifted Programs Differ In Size, Depth, Success

The Midwest Talent Search (MTS) Project could design many approaches to meeting the needs of gifted students, but it is the schools and school personnel themselves that make these programs work for the gifted. One could look to schools in any one of the eight states served by MTS (Illinois, Indiana, Michigan, Minnesota, North and South Dakota, Ohio and Wisconsin) to find successes in programs for the gifted, as well as to find schools working hard to make improvements. In this issue, three schools are highlighted: the South Bend Community Schools in Indiana, Jenison Junior High School in Michigan, and the Chicago public school system. These schools represent a range of experiences, size and depth of programs, and approaches to gifted education.

South Bend Community Schools

After just one year, MTS has had a sizable impact on the South Bend schools at all levels—in program development, curriculum planning, professional training and the students' personal fulfillment, according to James Ashley, director of planning and research for the South Bend Community School Corporation. "It is probably true that eventually 200 students would have been identified as gifted," Ashley said, "but the process might have taken a year or two." He adds, "The MTS Project served as an impetus, a catalyst, if you will, to identify these gifted students and to provide special programs for them."

Last year, for example, Ashley says 217 gifted students were identified through the project as eligible for any one of seven courses offered by the school corporation and/or four courses at Indiana University in South Bend. This year, over 400 students have been identified and "more courses will be available for the youngsters this summer, with the likelihood that the University of Notre Dame will be used as a third site for learning," he added.

Ashley attributes to MTS several locally-devised recommendations for program changes:

- To teach algebra at the eighth grade level for a year and to add a new course—probability or statistics, for example—to replace algebra;
- To introduce foreign languages on a full-time basis at the middle school level and to offer Latin as an option;
- To permit middle school students to attend high school courses part-time whenever possible.

Although no program changes were recommended at this high school level, Ashley credits MTS influence with introducing at the high school campus a course for college credit that is taught by faculty from Indiana University. The course, art appreciation, was selected by high school teachers from a list provided by the university.

Recognition for gifted students' achievements has been a positive experience, Ashley believes. Last year, 200 students were honored before a standing-room-only crowd of more than 800 in the South Bend Civic Center; students received a standing ovation. This year, an "achievers all" event will recognize about 600 students, to include the 400 students in the MTS project, 150 high achievers who scored just under project participants and 50 outstanding students in art, music and drama.

Jenison Junior High School

"We have a summer program for gifted students in grades six through eight, with cooperative efforts beginning between high school and junior high, because of MTS," says Mary Tracey, assistant principal, Jenison Junior High School. She says the first year of participating in MTS led to establishing the summer program for project students and a few sixth graders who were identified as high achievers. But in addition, a committee within the intermediate school district was formed to set criteria for student entrance into the project. The committee also assesses the students' needs and recommends programs for specific levels.

Even with the success of the first year, Tracey searches for ways to make improvements. "We are hoping that in the near future our students will be able to take foreign languages at the middle school level and that more sixth graders will be included in the project," she says.

Nevertheless, the first honors banquet held last spring was a success for two reasons. Not only were high-achieving students recognized publicly, Tracey says, but also the event built community support of the programs for gifted students, even for the few middle school children who are taking courses at the high school.

Chicago Public Schools

The Chicago public school system, which comprises 20 school districts, has had a talent search program based upon the Julian Stanley model for six years, according to Richard Ronvik director of programs for the gifted. Chicago's large numbers of gifted children are served by four regional offices, each governing five districts, in the northwest, northeast, southwest and southeast sections of the city.

Each of the offices is staffed with a full-time coordinator who works with school principals in kindergarten through twelfth grades, a psychologist and social worker, both of whom work with any gifted student regardless of whether the child is in a program for the gifted, Ronvik said.

This class for gifted students conducted by Erwin Pollack (seated right), teacher of the gifted at Ray Elementary School, Chicago, is an example of the programs the Chicago Public School System offers gifted students. The gifted program covers 20 school districts in the metropolitan area and is staffed with full time psychologists and social workers in each of four regional offices.

Gifted students require exposure to advanced coursework as well as to cultural opportunities. The gifted program within the Chicago public school system has collaborative arrangements with many of the city's museums and encourages ample opportunities for students to develop their talents.

The talent search in Chicago schools seeks nominations of seventh grade students who have tested in the 95th percentile in the Iowa Test of Basic Skills in either composite math (computation and problem solving), reading or vocabulary. When the talent search first began, according to Ronvik, it was strictly a math talent search for two years, but was upgraded to an academic talent search to reflect giftedness in verbal areas. The drawback as the talent search existed initially, he said, "was that it was hard to convince people of the needs of students who tested in the 95th percentile on in-grade tests." He adds that "students who tested 800 on the School and College Abilities Test (SCAT), which was used throughout the state of Illinois, had to have their scores converted to equivalencies on the Scholastic Aptitude Test (SAT), which the Stanley talent search model used.

The result, according to Ronvik, "was a credibility gap in the scores that resulted from the conversion." He adds that the credibility problem led to students re-taking high school algebra even though they had passed college-level algebra courses.

After the talent search switched to the Stanley and MTS models using SAT scores, the credibility gap closed. As Ronvik says, the "SAT's clearly identified a kid with ability not just at the top of seventh grade, but with abilities commensurate with much higher grades". He adds, "In any large school system, there's inflexibility. You have to have uniformity, with set grades and courses. I attribute almost all of the flexibility we're now getting to the academic talent search and its emphasis on the SAT. It is an out-of-grade test that is secure, accurate and with established norms for the average, college-bound senior."

The result, according to Ronvik, is that all high achievers are accepted for advanced placement. Fast-paced courses offered on college campuses during the school year on [illegible] time to the upper-quarter of [illegible] test-takers include:

- Algebra and computer science offered at Chicago State University, the University of Illinois at Chicago, and Northeastern Illinois University;
- Language arts, i.e., English at the University of Chicago, and Chicago State and Northeastern Illinois universities;
- Two levels of Latin (Ronvik says they filled three sections last year when they expected only to fill one) at Loyola University;
- Biology, added this year, with a Northeastern Illinois University professor teaching at a high school location;
- Social studies at Roosevelt University.

The Chicago schools also have collaborative arrangements with the city's museums and societies to offer special courses to gifted eighth graders: anthropology at the Field Museum, marine biology at the Shedd Aquarium, astronomy at the Planetarium, animal studies at the Lincoln Park Zoo, Chicago history at the Chicago Historical Society, museology (the study of art in the museum) at the Chicago Art Institute, architecture at the Architectural Foundation, ethnic studies covering five ethnic groups at the Spertus Museum, and science at the Museum of Science and Industry.

Conclusion: Diversity Exists

The Chicago experience of offering many programs at a wealth of city-based universities has not been typical in Cincinnati, Ohio, however. Despite MTS testing which identified gifted students, the Cincinnati schools found that most of the programs were out-of-town, even out-of-state, with few students able to afford them, according to Kathy Petrosky, coordinator for gifted programs, Cincinnati public schools. The school district offered an advanced science course last summer at the high school, she says, "but could do little to entice local universities . . . to provide programs as a cooperative effort."

The diversity between the Chicago and Cincinnati experiences underscores the hard work necessary both at the regional and local levels to make gifted programs effective. According to John Feldhusen, director, Gifted Education Resource Institute, Purdue University, MTS and other talent search projects are making a strong enough impact that educators are placing "more emphasis on how they can provide the services that these (gifted) youngsters need." □

Editors note: The Midwest Talent Search Quarterly is interested in hearing about the plans, programs and experiences of local school districts.

The Counseling Imperative: To Offer the Gifted the Advantages of Full-Fledged Counseling

Programs for the gifted that focus only on intellectual stimulation to the exclusion of all else may fall short of meeting student needs. Often forgotten is the counseling process that serves as the framework for an effective, well-integrated gifted program.

"Counseling is the planning process designed to meet able youngsters' academic, career planning and psychosocial needs," explains Joyce VanTassel-Baska, EdD, director of the Midwest Talent Search Project, which sponsors a series of counseling seminars each fall. "With valuable input from parents, teachers, and the students themselves," says VanTassel-Baska, "counseling forms the framework for developing the gifted child's talents and personalities to the fullest.

"Numerous studies have shown that the gifted require counseling. Their many talents and interests, for example, can make it difficult to narrow the choices for a career. Their great emotional attunement to the expectations and feelings of others, their unusual emotional depth and intensity, and their sensitivity to the gap between ideals and behavior require support and understanding from the adults around them.

"What follows are consultations of three important areas of counseling for the gifted: career, psychosocial, and academic counseling."

Career Counseling: A Lifelong Process That Must Begin Early

For the gifted, career development is a lifelong process, so for them, career counseling must be more than a one-shot effort during the college planning years. It should be an active, multi-faceted program to explore careers, conduct biographical research, engage in career design, find ways of juggling many interests and pursue real-life work experiences.

Precocious youngsters need guidance much earlier in their lives to help them recognize capabilities, clarify interests, and identify the full range of possibilities before them. In fact, says Linda Silverman, PhD, assistant professor of education, University of Denver, who spoke at a recent MTS counseling seminar, many talented students experience the "adolescent crisis of vocational choice" in elementary school.

Parental Education Needed

Some early bloomers latch onto one career because of parental aspirations, says Silverman. A child's career may even be predetermined by his or her parents' values. Thus, career counseling for the gifted should start with parental education.

An important component of parental education, adds Silverman, is the realization that gifted students are capable of designing their own futures and often motivated enough to do so. "Precocious students feel a great sense of security in mapping out life goals at an early age," explains Silverman. "Sometimes these goals change as interests do, but in other cases they remain steadfast into maturity.

"Single-minded dedication to one career so early may seem to foreclose many options," observes Silverman. "But these students may also sense a calling. They may be intuitively blocking out all distractions and foregoing their other potentialities in order to achieve distinction in one field. Or they may be specializing simply to avoid dealing with the overwhelming multitude of career options available to them," she adds.

Generalists vs. Specialists

At the other extreme from early bloomers are those youngsters who become anxious because they cannot choose one career option over all others. "Coping with multiple talents and interests is a serious problem for these students," says Silverman. "They are generalists rather than specialists. They find all aspects of life fascinating, and they don't want to miss any of them."

A counselor's main responsibility to these generalists is to guide them in planning as rich a program as possible, one that will prepare them to enter any of several occupations. Counselors, therefore, should reassure these late bloomers that their abundance of interests is an asset, not a liability.

To assist generalists, says Silverman, a well-planned counseling program can:

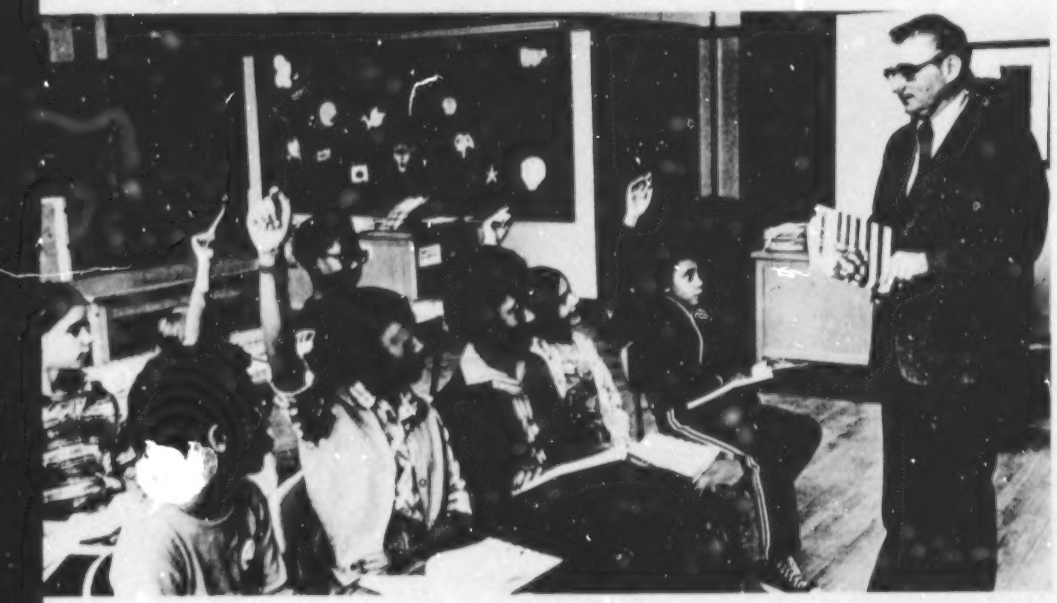
- Encourage them to delay decision-making until college;
- Explore the possibility of concurrent careers, e.g., Borodin was both a Russian composer and an internationally recognized chemist;
- Help determine which of their interests can become avocations;
- Explore careers in which they would be able to synthesize their interests in many fields;
- Suggest the possibility of creating new careers;
- Encourage them to pursue real-life work experiences to test their interests.

At the heart of an effective career counseling program for the gifted, according to Silverman, is the opportunity to experience real-life work situations. Through part-time employment or work/study programs, students interested in becoming veterinarians, for example, can work closely with a professional to get a realistic perspective of the career. Shorter stints, like a career week, allow the gifted to "shadow" a professional and jot down impressions in a diary.

Mentorships and internships are other possibilities. In an internship, the student works as an apprentice for at least a semester, usually without pay but with credit. A mentorship is less structured and may be completed after hours. The mentor functions much like a

Whether formally or informally conducted, counseling for the gifted is vital. Lee Baska, school psychologist, Chicago Public Schools, takes advantage of a relaxed atmosphere to talk with Jamil Walden, a student at the Robert A. Black School in Chicago.

Erwin Pollack, teacher of gifted students at Ray Elementary School in Chicago, stimulates student participation in a discussion on career planning.



tutor, helping to advance the student's knowledge of a field.

Besides experience in the working world, counseling of the gifted may entail career design and creation, says Silverman. Counselors can guide students in clarifying their values and interests, then in custom-designing their futures. Since many careers today did not exist in the past, students can explore how these careers began and can envision careers of the future, based on their observations of the environment around them and its needs.

Studies show that critical life experiences determine career choices, adds Silverman. For this reason, counselors should work with the gifted to identify experiences that have had a great impact on them. "Gifted young people can be helped to identify critical issues they have faced and the means by which they personally resolved them," says Silverman. They can also be exposed to role models either in real life or in books, people who have faced similar issues and devoted their lives to dealing with them.

"Career counseling from this perspective takes on a much deeper meaning," she explains. "Instead of merely enabling students to select a profession in which they will be successful and happy, counseling can lead to their forging a personal commitment to making a better world."

Psychosocial Issues: The Impact of Family Life

Counselors of the gifted should be attuned particularly to the psychosocial development of students. The emotional requirements and sensitivities of able youngsters as well as the nature of the all-important parent/child relationship should be explored to identify potential areas for counseling follow-up.

Several critical dimensions of family life can have a marked impact on a gifted child's development, according to Michael M. Piechowski, PhD, assistant professor of education, Northwestern University, and keynote speaker at MTS' recent counseling series. Studies show that unexpected and forced absences of an "attachment figure," usually the child's mother or the person filling that role, are a source of emotional vulnerability in a child and, later, as an adult.

The absences need not stem from neglect, Piechowski says. They can be due to prolonged hospitalization, work away from home in another state or country, performance tours, and the like. The end result, though, is anxiety, school phobia, depression and other emotional disturbances in childhood and adulthood.

Consistency, Availability Are Vital

Two other characteristics of the parent/child relationship, he says, greatly influence whether children become mature, fully functioning adults. One is the degree of consistency in family life. The family environment can range from rigid rules, schedules, and reward/punishment systems to a climate of chaos, Piechowski says. Ideally, according to various research studies, there should be a regular daily routine, a predictable system

of rewards and punishments, clear delineation of reasonable limits and frequent participation by family members in shared activities.

Indeed, parent availability is critical to most children, including the gifted. Parents who routinely show up to root for their child's baseball team, for example, provide a visible reinforcement of their caring and connectedness.

Mutual trust and approval between child and parents are also essential ingredients in the maturation process. Parents range between the extremes of virtual indifference and neglect to constant distrust, disapproval and watchfulness to see if their child is doing anything wrong.

"It is enthusiastic but appropriate attention that makes for self-confidence, self-worth and the ability to meet the trying circumstances in life that few of us can escape."

"Often, the gifted child's mental assets and talents draw so much attention that he feels who he really is gets too little or no attention and his emotional side often is ignored."

Ideally, according to Piechowski, trust and approval should manifest themselves as (1) congenial, compatible relations between parents, (2) acceptance of the child, not living through him or her or valuing only the achievements produced, (3) trusting in the child's judgment rather than overdoing supervision, and (4) encouraging the child to discuss concerns.

Attention Is Necessary

To some educational experts, this ideal smacks of spoiling a child, Piechowski admits. "But it is the quality of the interaction with the child, the appropriateness of responding to his or her needs at every stage of development that is being described here," he says, "not the notion of lavishing unlimited amounts of affection, whether appropriate or not. It is enthusiastic but appropriate attention that makes for self-confidence, self-worth and the ability to meet the trying circumstances in life that few of us can escape."

Piechowski also cautions against a common peril of the gifted. "Often, the gifted child's mental assets and talents draw so much attention that he feels who he really is gets too little or no attention and his emotional side often is ignored."

Parents who are excessively achievement-oriented or status-conscious tend to be inattentive to their child's emotional needs. This is because they forget how they were as children, explains Piechowski, or have traditionally neglected their own emotional lives.

Yet, just as intellectual development is important, so is emotional development. "Feelings, sensations and emotions are reactions that inform a child of changes in his internal state," Piechowski explains. "To be sensitive to graduations of feeling is necessary in order to survive."

The idea that great intellectual achievements are produced in spite of, rather than because of, the intense emotionality of many creators is widespread, says Piechowski. Yet recent research shows a high correlation between cognitive complexity and rich emotionality. Some of Piechowski's own studies revealed that the gifted demonstrate greater intensity and awareness of feelings and a greater capacity to be concerned.

Academic Counseling: A Cooperative Approach between Schools and Parents

Because gifted youngsters possess unusually high academic abilities in at least one area, proper academic counseling within the school environment is a must for gifted students. Joyce VanTassel-Baska, EdD, director of the Midwest Talent Search (MTS) Project, outlined for participants in the recent counseling seminar series at Northwestern University ways in which the schools can help set realistic goals that will move them toward their chosen careers.

"Knowing what academic courses to take and why, understanding differences among college choices, and researching career options are all essential tasks for gifted students that should be facilitated by the schools," VanTassel-Baska said. She pinpointed four major areas in which school counseling can help the gifted:

- Understanding academic strengths and weaknesses through assessing students' abilities, values and interests;
- Helping gifted students to be aware of appropriate program opportunities, both in school and out of school, such as correspondence work, special courses during the summer or academic year, advanced placement, mentorships, internships or a combination of these;
- Enhancing the students' commitment to intellectual growth by encouraging goal-setting and early program planning, researching opportunities at colleges, exploring careers and, for female gifted students, encouraging them to find female role models within the community;
- Increasing students' capacity to be productive by encouraging their finishing what is started, managing time wisely, using energies efficiently and acquiring good study skills.

The Home Environment

While emphasizing the positive role schools can play in counseling the gifted, VanTassel-Baska notes that the home is a far more powerful influence. Gifted students from families with high incomes, high educational levels and ample cultural opportunities, for example, may face unique pressures. These pressures can involve parental expectations, whether spoken or unspoken, that are too high. Overscheduling, also typical, leads to the "hurried child syndrome", in which the inclination to pursue genuine interests is not given a chance to develop. Conflict arises as well, according to VanTassel-Baska, when there are too many

Gifted students from families with high incomes, high educational levels and ample cultural opportunities, for example, may face unique pressures.

opportunities, leading to indecisiveness and/or dabbling.

On the other side of the coin are the gifted students in environments with "too little" rather than "too much". These educational disadvantages, according to VanTassel-Baska, can include many factors. One is environmental, where the schools can be inferior, the home life unstimulating or parents' attitudes unsupportive. Language is another factor for which the gifted child may have only limited ability in a dominant culture. A third influence can be cultural, where either the gifted child's exposure to dominant culture patterns is limited or the cultural experience necessary to stimulate intellectual growth is lacking. Finally, the economic factor can involve a depressed residential area, low family income or encouragement of a gifted youth to work as a means of helping to sustain the family.

VanTassel-Baska believes the task of developing talent, by its very nature, is multiple rather than singular in focus. "Parents play a vital role in the process by exposing the child to areas of potential interest and talent and by developing the spirit of inquiry." But she is quick to emphasize the role of schools, saying, "Certainly teachers and others in school settings who are empathetic to the needs of the gifted can be important facilitators of talent development."

The guidance of the gifted, cooperatively approached by home and school, says VanTassel-Baska, "must be planned, balanced and sensitive to the child's abilities and preferences." □

Books

Theodore Gourley and Samuel Micklus, co-founders of the Olympics of the Mind program, have written a book which describes problems used for previous competitions. The book resulted from requests the authors received while conducting coaching workshops throughout the country. In addition to 28 long-range problems and 32 spontaneous problems, the authors also discuss creativity and the thinking process.

Source: *Problems Problems Problems*, by Theodore Gourley and C. Samuel Micklus, Association, Inc., P.O. Box 27, Glassboro, New Jersey 08028.

Thinking: The Expanding Frontier contains a selection of the papers delivered at the Conference on Thinking held at the University of the South Pacific, Suv, Fiji, in January, 1982. The conference was an international, interdisciplinary gathering of scholars who pursued the question, "What is Thinking?" The primary goal of the conference was to accelerate the educational trend of emphasizing the teaching of thinking skills. The six main sections of the book are: Some Philosophical Perspectives, Thinking and Culture, Teaching Thinking, Thinking about Teaching Thinking, Artificial Intelligence, The symposium on Gregory Bateson's Mind and Nature.

Source: The Franklin Institute Press, Box 2266, Philadelphia, Pennsylvania 19103. $24.95.

Promoting the Education of the Gifted/Talented: Strategies for Guiding the Gifted Child, by James Webb, Elizabeth Meckstroth, and Stephanie Tolan, is for parents and teachers who are seeking help in coping with the emotional problems of gifted children. The book evolved from the experience of Dallas Egbert, a computer whiz who entered college at age 16 and committed suicide within a year. The book, already in its second printing since its publication in November, 1982, compiles what professionals and parents have learned about dealing with the gifted child.

Source: Ohio Psychology Publishing Co., 5 East Long Street, Suite 610, Columbus, Ohio 43215.

Challenging the Gifted: Curriculum Enrichment and Acceleration Models, by Corinne P. Clendening and Ruth Ann Davies, is a companion volume to *Creating Programs for the Gifted*, by the same authors. The book describes 15 model learning programs for librarians and teachers of gifted children in grades K-12. Part I provides basic guidelines for program design and implementation, including creative teaching methods and requirements for classroom study centers. Part II lists instructional media, such as books, periodicals, art prints, recordings, microfiche and films.

Source: R.R. Bowker Co., P.O. Box 1807, Ann Arbor, Michigan 48106.

Publications

Prism, a new magazine written about gifted children by gifted children and adults. Includes a pen pal section, poetry, book reviews and articles on timely topics. For subscription information write: *Prism* Publishing, 900 East Broward Boulevard, Fort Lauderdale, Florida 33301.

Selection, a new quarterly newsletter for families with children ages four through twelve. Describes books and activities for children and adults to share. For subscription information write: Box 5068, Stanford, California 94305. $12.

Educational Reports

A Nation at Risk: The Imperative for Educational Reform. *April, 1983. National Commission for Excellence in Education, David Gardner, Chairman. Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402, #065-000-00177-2. $4.50.*

This report recommends stiffer graduation requirements, higher standards, a longer school day and year, and master and career teachers, with the primary responsibility for school finance and governance lodged in state and local governments.

In urging that teaching be made a more rewarding and respected profession, the report recommends (1) higher standards for those who would be teachers as well as improvements in teacher-preparation programs; (2) higher, professionally competitive salaries for teachers; (3) a three-part career ladder for the teaching profession, to include beginning, experienced and master teachers.

High School: A Report on Secondary Education in America. *August, 1983. Ernest L. Boyer, author. Carnegie Foundation for the Advancement of Teaching. 1785 Massachusetts Avenue, Northwest, Washington, D.C. 20036. $15.*

The report concludes a three-year analysis of public secondary education in the United States and recommends reforms for revitalizing the school system. Proposals include a core curriculum to replace the tracking system, and abandoning the S.A.T. in favor of a more realistic "portrait" of what a student should learn in school. It also argues that the primary purpose of schooling is the development of students' understanding their civic and social responsibilities. For this, all students would be required to participate in community service.

Based on the proposals, several grants will be made to schools who wish to upgrade their curricula using approaches described in the report. Most recommendations, however, deal with improving the quality of teaching in high school. In addition to recommending that teachers be required to earn degrees in the subjects they teach, the foundation proposes that new teachers serve as apprentices their first year.

Making the Grade. *May, 1983. Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. Robert Wood, Chairman. Twentieth Century Fund, 41 East 70th Street, New York, New York 10021, $6.*

This report calls for more federal aid for education of the poor and handicapped, new funding for master teachers, fellowships for the disadvantaged, and aid for areas with high unemployment and large numbers of non-English-speaking immigrants.

Educating Americans for the 21st Century. *September, 1983. National Science Board's Commission on Precollege Education in Mathematics, Science, and Technology. Cecily Cannan Shelby and William T. Coleman, co-chairs.*

The report of the 20-member commission warns that American school children risk becoming "stragglers in a world of technology" and proposes a 12-year plan that would significantly increase the emphasis on mathematics and science in schools. The proposal includes specific recommendations for teacher training, curriculum development and leadership. It suggests that the task of improving education in these areas is sufficiently urgent to warrant a major realignment of federal spending on education.

To achieve its goals by 1995, the commission proposes an eight-point strategy. Among their points are (1) providing earlier and increased exposure in mathematics, science and technology education; (2) improving the quality and usefulness of courses taught; and (3) establishing exemplary programs—landmarks of excellence—to foster new standards of academic excellence.

The Failure of our Public Schools: The Causes and a Solution. *July, 1983. National Center for Policy Analysis, University of Dallas.*

Members of this group felt that the report of the National Commission on Excellence in Education neglected to explain why schools were failing.

This study tries to elaborate on the disturbing facts that the Commission described.

Academic Preparation for College: What Students Need to Know and Be Able to Do. *May, 1983. College Board, Project Equality. Free, Office of Academic Affairs, College Board, 888 Seventh Avenue, New York, New York 10106.*

This report specifies what college-bound students need to learn in six academic areas: English, the arts, mathematics, science, social studies and foreign languages. It not only describes the required competencies in reading, writing, speaking and listening, reasoning and studying, and math, but also identifies computer literacy as an emerging skill.

National Science Foundation Report. *Fall, 1983. NSF, 1800 G. Street, North:west, Washington, D.C. 20550.*

The NSF recently documented data from a number of sources indicating a decline in student achievement in both mathematics and science. The study declared: "As many as one-third of United States secondary schools do not offer sufficient mathematics to qualify their graduates for admission to accredited engineering schools. Only one-third of the 21,000 high schools teach calculus, and fewer than one-third offer physics courses. Appropriate courses in modern technology also are not available."

The report says that few systematic attempts are made to integrate learning in mathematics, science, and technology. As a result, little preparation is offered for the disciplinary courses encountered for the first time in the ninth and tenth grades. To improve the quality of education in these areas, NSF recommends (1) continuing to develop the pool of students who are well-prepared and motivated for advanced careers in mathematics, science and engineering; (2) widening the range of high-quality courses in mathematics, science and technology at all grade levels; (3) increasing the general mathematics, science and technology literacy of all citizens. □

Paideia* Problems and Possibilities: A Consideration of Questions Raised by the Paideia Proposal. *Mortimer J. Adler, author. MacMillan Publishing Co., 866 Third Avenue, New York, New York, 10022.*

This book addresses the recommendations of the President's Commission on Education. Author/philosopher Adler believes the Commission's recommendations were limited and elitist because they dealt only with the college bound and made few recommendations for educators below the secondary level.

The idea of a 12-year curriculum with a uniform course of study for all students is the core of *The Paideia Proposal: An Educational Manifesto* published last fall and written by Adler on behalf of members of the Paideia Group, comprising 22 distinguished educators. Their plan of educational reform is based on the belief that "there are no unteachable children. There are only schools and teachers who fail to teach them."

In *The Paideia Proposal*, Adler outlines three objectives of education that he feels are currently unmet and recommends different modes of teaching and learning necessary to achieve them. *Paideia Problems and Possibilities* is a sequel, addressing questions raised by teachers, administrators, school board members and parents in response to *The Proposal*.

The book also clarifies elements of the Paideia Group's position on such issues as the value of extra-curricular activities, the potential impact on individuality of eliminating elective courses, the role of vocational schools, the ideal teacher-student ratio for the three different modes of teaching, and the role of new technologies and computer literacy in education.

*PAIDEIA (py-dee-a), from the Greek *pais, paidos:* the upbringing of a child; in an extended sense, the general learning that should be the possession of all human beings.

A Place Called School. *John I. Goodlad, author. McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, New York, 10020, $18.95.*

Following the premise that our schools must completely be redesigned, *A Place Called School* offers numerous proposals that can lead to significant improvements in the educational process, such as children beginning school at age four and completing it at age 16; dividing the 12 years of schooling into three closely linked phases of four years each; using a cluster of teachers for groups of children during each four-year phase; dividing large secondary schools into smaller semi-autonomous units, and discontinuing the practice of grouping students by their achievements or potential.

The study, supported by 14 foundations including the Ford, Danforth, Kettering, Mott, Rockefeller, and Spencer foundations, was conducted under the auspices of the Graduate School of Education, University of California. □

Information Capsules

Mathematics, Science Emphasized

Columbia University's Teachers College

In response to the national shortage of qualified teachers in mathematics and science, Columbia University's Teachers College is sponsoring a teacher education program and offering tuition subsidies. The program focuses on teachers who lack proper credentials yet are assigned to secondary school science or mathematics classrooms. It is also open to teachers seeking recertification in math and science.

Source: Teachers College, Columbia University, New York, New York 10027.

Continental Mathematics League

The Continental Mathematics League (CML) is a mathematics competition for students in grades four through twelve. CML experiences are designed to improve students' problem-solving capabilities and to provide opportunities for students to apply their skills. The League invites inquiries.

Write: Joseph Quartararo, President, Continental Mathematics League, Inc., P.O. Box 306, Hauppauge, New York, 11788.

Science Olympiad

More than 6500 teams participated in the 1982-3 National Science Olympiad. Students in elementary and junior high schools participated with students on the same course level from schools all over the United States. The Olympiad is organized and operated under the auspices of the Continental Mathematics League. The Olympiad invites inquiries.

Write: National Science Olympiad, P.O. Box 409, Hauppauge, New York 11788.

School Specializing in Science/Math

A new private school specializing in science and math for the gifted opened this fall for students in grades five through seven. Affiliated with the Talcott Mountain Science Center, a nonprofit research and teaching facility founded by Donald LaSalle, a biologist, the school has 48 students and four full-time instructors, and draws on the center's 30-member staff of scientists and educators for its program.

LaSalle explained that he decided to open the school because the center's scientists and instructors not only wanted to upgrade science education in the state, but also were ready for the challenge of having their own student body. The staff, although teaching courses to the academy's pupils, will continue to operate the day and evening programs for other schools six days a week.

Write: Donald LaSalle, Talcott Mountain Science Center, Avon, Connecticut 08001.

Booklet on Teaching Algebra/Geometry

The National Council of Teachers of Mathematics has published an easy-to-read booklet, *Classroom Ideas from Research on Secondary School Mathematics.* Authors Donald Dessart and Marilyn Suydam review recent research findings on teaching algebra and geometry and emphasize ideas likely to be immediately useful to the classroom teacher. Main ideas are highlighted in boxes to make access simple. A complete detailed bibliography of original reports is provided for those interested.

Source: National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091. $6.

How Humanities Fare in a Technological Society

The humanities are not antithetical but rather complementary to the sciences. The Commission on the Humanities created by the Rockefeller Foundation reported that the *need to interrelate* the humanities, social sciences, science and technology was greater today than ever. "They converge in areas such as biomedical research, the application of microprocessing and computer technologies, the conduct of government, arms control, and the safe use of natural resources—subjects requiring interdisciplinary investigation because of their social and ethical implications."

The commission also notes that throughout the school years, the humanities are the vehicle for exploring civic and personal values, giving students opportunities to examine examples of human dilemmas and human choices that add perspective on today's issues. "There is a civic element to American public education that is essential to our democracy. Preparing citizens to think about public questions is part of the role public schools traditionally play. It is not enough that young people be able to add and subtract and write. They must be able to judge public issues as well." (Robert Fancher, Vanderbilt Institute for Public Policy Studies, *Education Week*, April 13, 1983.)

Source: Division of Educational Programs, MS 202, National Endowment for the Humanities, Washington, D.C. 20506; Independent Study in the Humanities, Box 2915, Princeton, New Jersey 08541.

When Parents Are a Plus

A free copy of "How to Be the PLUS in Your Child's Mathematics Education" is available by redeeming a parent gift certificate distributed by the National Council of Teachers of Mathematics. The PLUS brochure suggests activities for families that reinforce mathematics skills at home. Among topics covered in the brochure are: using calculators to learn; using your home as a learning center; using the newspaper as a mathematics education tool, and using the home computer to improve math skills.

The Council reports that parents can help their children by getting to know the schools their children attend, meeting teachers, and insisting on qualified, professional teachers. They can reinforce the teachers by their interest in the child's efforts and by making certain the child's homework is completed.

The council believes also that good school systems provide for the professional growth and development of teachers. With the national shortage of mathematics teachers well documented, the council emphasizes the importance of maintaining the professionalism of teachers already in the system.

Gift certificates for the free PLUS brochure are available through your child's mathematics teacher or by sending a self-addressed, stamped business-letter sized envelope to NCTM/Parents II, 1906 Association Drive, Reston, Virginia 22091. Single copies of the fact sheet "The Crisis in Mathematics Education" also are available free from the council.

Family Influence

Family Communication Has Bearing on Schoolwork

A large, representative sample of 11th graders was tested in Illinois to identify factors that influence student achievement and to compare the results with those of 11th graders who took the test in 1970. The test, developed by the Educational Testing Service of Princeton, New Jersey, for use in Florida high schools, was first administered to Illinois 11th graders in 1970.

Last fall, the board released the 1981 achievement data, which showed a significant across-the-board decline from the 1970 scores in language arts, social studies, mathematics, and natural sciences.

The study suggests that students' attitudes and family life were causes for the decline. The lack of self-motivation was related directly to a student's perception of the value of education.

The results of the Decade Study underscored the conclusions of other state testing programs regarding the impact of family characteristics on classroom performance. "Students who talk with their parents about schoolwork perform better than their peers who do not discuss studies with their parents. The amount of communication is clearly one of the most significant positive contributions of the family to a student's education."

Information Capsules continued

Correlation Cited Between Working Mothers/Children's Achievement

A federally sponsored study released this summer suggests that children's achievement in school may be lower if both parents are employed outside the home. Children from two-parent families in which the mother works tend to score lower on reading and mathematics achievement tests than do children in two-parent families in which the mother is not employed.

Conducted by Decision Resources, a Washington consulting firm, the study contradicts an earlier report which stated that there was no evidence that maternal employment had a good or bad effect (Children of Working Parents: Experiences and Outcomes).

Source: Alan Ginsburg, Office of Planning, Budget, and Evaluation, Department of Education, 400 Maryland Avenue S.W., Room 3127, Washington, D.C. 20202.

Information Resources

Test Measures Reasoning Skills

The New Jersey Test of Reasoning Skills is a 50-item test of elementary reasoning and inquiry skills developed by Virginia Shipman, senior research psychologist at the Educational Testing Service in New Jersey.

The test, based on seven years of research, concentrates on reasoning in language, with no inert items, such as vocabulary, which draw on recollection of content rather than on reasoning. The skills tested by this instrument, which can be used with fifth- to twelfth-grade students, are the reasoning skills which correspond to elementary and essential operations in the domain of logic.

Most students complete the test within 30 to 45 minutes, answers are made on answer sheets so that test booklets can be reused, and the same test may be used for both pre- and post-testing.

Write: IAPC-Test Division, Montclair State College, Upper Montclair, New Jersey 07043.

Conferences Offered to Secondary School Personnel

Each fall the midwest office of the College Board conducts a series of advanced placement program conferences for secondary school administrators and curriculum specialists. The Advanced Placement Program has grown by over 50 percent in the past five years, (by 100 percent in Indiana and 55 percent in Michigan), making it a strong element in efforts to improve the college preparatory curriculum. Associate Director Robert McDonough welcomes inquiries.

Write: The College Board, Midwestern Regional Office, 500 Davis Street, Evanston, Illinois 60201.

Professional Papers

The Disadvantaged Gifted: Defining Who They Are and Meeting Their Needs

By Paula Olszewski, PhD
The author is coordinator of educational programs at the Midwest Talent Search Project.

The term "disadvantaged" is a complex one with many meanings in the field of education. "Disadvantaged" has been used to refer to students who lack access either to opportunities or to learning institutions and therefore are "educationally disadvantaged". Students from families with severe financial limitations are "economically disadvantaged", while students whose home and/or school situations are unable to sustain normal development and achievement are "environmentally disadvantaged". In most cases, a student disadvantaged in one way is affected in the other ways as well. But no matter what meaning "disadvantaged" conveys, its impact on a gifted student means that student's educational achievement and future success will be affected.

Despite several successful programs that serve disadvantaged gifted students i.e. The Gary (Indiana) Community School Corporation and the Chicago Public School system, the range of programs that exist for disadvantaged gifted students is not represented adequately in the literature. The result is a lack of models for other schools and districts to use as patterns for programs to serve the disadvantaged gifted youth.

Now, the Midwest Talent Search (MTS) has received funding from the Joyce Foundation in Chicago* to identify and to structure educational programs for academically talented gifted students who are disadvantaged and live in midwestern cities. Within the next two years, the project hopes to identify some 200 students. The goal is to help teachers offer individualized educational plans for these students within their own school districts. These students also will be offered such educational experiences through MTS as the correspondence courses and summer residential program offered at Northwestern University.

*Announcement made in Midwest Talent Search Quarterly, Fall, 1983.

The Financial Impact on Talent Development

The MTS project for disadvantaged gifted youth differs from other programs serving the same population, however. The main difference is that eligible gifted students are considered disadvantaged based solely on economic/financial criteria, because financial considerations have been shown to have a profound impact on developing the talents of academically gifted students.

In studies (1981) by Benjamin Bloom, PhD, individuals (whether research mathematicians, tennis stars, musicians) who achieved in their fields benefitted greatly from exposure early in their lives to such special kinds of training and experiences as lessons with masters teachers and associations with mentors. Some individuals' families even re-located geographically to provide these experiences.

Although these experiences and opportunities are critical and necessary—not simply embellishments to talent development—they also are costly. Access for the academically gifted (beginning at the preschool level) to first-rate schools, special teachers or mentors and such educational experiences as summer residential programs at universities are appropriate early steps for talent development, but outside the economic capabilities of many families. Even such participation in intellectual experiences as museum trips, attendance at plays and concerts can be hindered by financial considerations.

The MTS project for disadvantaged gifted youth differs in a second way from other programs in the techniques it uses to identify eligible students. Academic talent is measured through the standardized aptitude test (SAT). Students must score at least 500 on the mathematics section and 430 on the verbal section—the same criteria used for participation in any MTS educational program. MTS believes that there are sufficient numbers of academically gifted but economically disadvantaged students to warrant such stringent testing.

Cooperative Approach Supported

With the special program for disadvantaged gifted youth, as with its other programs, MTS supports a cooperative approach that involves both the school and parents. To meet the needs of the disadvantaged gifted, MTS recommends the following:

- Expose students to such cultural resources within the community as theatrical and dramatic productions, concerts and art gallery exhibits;
- Familiarize students with the academic resources available to them. These facilities can include museums, observatories and libraries;
- Encourage students to enter writing, mathematics and/or science competitions as a way of informally measuring their skills in friendly competition with intellectual peers;
- Follow a diagnostic/prescriptive approach to developing students' academic skills, that is, assess their understanding and knowledge of subjects and monitor their growth consistently. Students should not have to repeat what they already know;
- Provide students with role models from their own culture, sex and environmental circumstances who can work with students as mentors;
- Provide scholarships for economically disadvantaged gifted youth for attendance at university-based summer residential programs, commuter programs and academic programs sponsored by museums;
- Structure consistent academic and career counseling at an early age. These opportunities are important especially for students whose families may not be able to help in making decisions about subjects, schools, and the availability of financial assistance. □

Student Close-up

Sari Steinberg, who tenaciously pursues many interests, nevertheless was the top student in last summer's expository writing course offered by Northwestern University.

Sari Steinberg

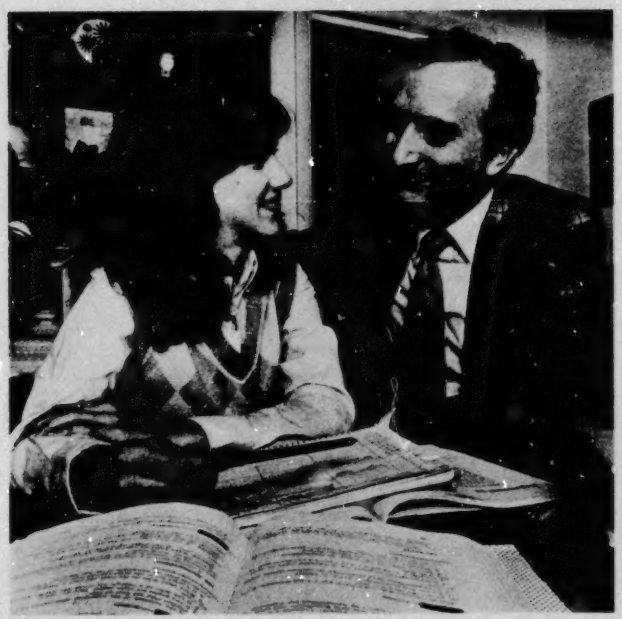
School as an 8 a.m. to 3 p.m. affair is virtually unknown in Sari Steinberg's scheme of things. A 15-year-old sophomore at Chicago's Ida Crown Jewish Academy, she packs eight classes, mostly honors and otherwise accelerated, into a nine-hour school day beginning at 8:15 a.m. and running through 5:30 p.m. Ask her if she had it any easier in grade school, and you won't get much encouragement. Her academic day in the private religious school she attended lasted until 4:30 in the afternoon.

Not only is learning practically a full-time profession for Sari, but also achieving in whatever she learns seems to be an ingrained habit. Sari is in honors-level English and chemistry, in the top-level geometry course (aptly dubbed "Telescopics"), and ranks high in the religious studies curriculum, where she holds down four classes, two of which are devoted to independent study and one to the Hebrew language.

Besides her commitment to learning during the school year, Sari delved into Northwestern University's expository writing program last summer, in part because she likes to write, but also because she had done little expository writing up to that point. She valued the experience, especially the opportunity to concentrate on writing so intensely, and she came away with a book award as outstanding student.

All Sari's honors and evident giftedness rest rather lightly on her shoulders. However, like most top-notch scholars, she feels some pressure. It was minimal in grade school, where she was urged to compete against herself, not others. No grades were given then; she and her classmates met periodically with teachers for evaluations. But grades took on importance starting last year, and, she admits, "You feel the competition and worry about grade-point averages because they determine class placement."

Despite the pressures, Sari readily concedes she is in no rush to



For a family-oriented person like Sari, homework offers a chance to 'collaborate' with her father, Jeffrey, or at least for her father to take pleasure in her accomplishments.

Taking time out from her activities to play with her dog, Clyde, is important for keeping balance in her life, according to Sari.

Despite a hectic schedule that prevents her from getting home each day much before 6 p.m., Sari has managed to squeeze in time over the years for intensive training in gymnastics and later as member of an Israeli dance troupe. Daily limbering-up exercises still are important to her.

narrow her interests. She rejected the chance to enter a mentor relationship, in part because it would compete with her first priority to explore new fields. Career choices, too, are a way off. As Sari says, "My 21-year-old brother chose his major (radio/TV/film) late. And my sister, a college sophomore, hasn't chosen hers yet." That's not to say Sari hasn't given careers and their implications some serious thought. Ideally, she would like to combine career and family. She theorizes that if she becomes a writer and has the necessary discipline, she can juggle both career and child-raising, but if not, she would put her career aside temporarily.

Although Sari's days are dominated by academic and religious studies, she strives to find time for athletics. Sari took private gymnastics lessons through most of her grade-school years (peaking at five hours a day, five days a week one summer), then opted to join an Israeli dance troupe for two years. Being in the troupe eventually gave way to Sari's demanding schedule, but, in her self-disciplined fashion, she exercises at home to keep in shape.

She muses about stretching the day to make room for jazz or modern dance classes. But no matter what her athletic or intellectual ambitions are, her goal is the same: to create a well-rounded life for herself. □

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Symposium

Symposium To Explore Academic Talent Development

A symposium on academic talent development will be held March 21 and 22 at Northwestern University's Norris Center, the Evanston, Illinois campus.

The symposium will focus on such key factors identified in past and current research as: the role of the family, nurturing influences, the role of educational institutions, the effective teacher, mentoring, the elements of an appropriate curriculum and the effects of competitions and contests.

Featured speakers are **Dr. James Gallagher**, University of North Carolina; **Dr. John Corbally**, MacArthur Foundation, and **Dr. Abraham Tannenbaum**, Teachers College, Columbia University. A panel of speakers will discuss the implications of recent national reports and proposals on the education of the academically talented.

The seminar runs Wednesday, from 7 to 10 p.m., and Thursday, from 9 a.m. to 4 p.m., with Thursday lunch included in the $60 registration fee. Overnight accommodations can be made direct by calling/writing:

North Shore Hilton,
9599 Skokie Boulevard,
Skokie, Illinois (312) 679-7000

Holiday Inn,
1501 Sherman Avenue,
Evanston, Illinois (312) 491-6400

Orrington Hotel,
1710 Orrington Avenue,
Evanston, Illinois (312) 866-8700.

All checks should be made payable to the Midwest Talent Search. The deadline for registration is March 16. □

REGISTRATION FORM

Detach and mail to:
Symposium on Academic Talent Development
Midwest Talent Search Project
Northwestern University
2003 Sheridan Road
Evanston, Illinois 60201

Deadline for registration is March 16, 1984
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A publication for parents and educators of academically talented students

Midwest Talent Search Quarterly
of Northwestern University

Volume II, Issue 2 Spring, 1984

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News

Collaboration To Yield Benefits To Gifted Students, Teachers

A rash of educational reports summarized in the last issue of the *Midwest Talent Search Quarterly* called for a greater emphasis on math and sciences for school students. What better way to respond to that need than to study math and sciences in laboratories alongside research scientists.

Northwestern University's Midwest Talent Search (MTS) project will be offering summer students just that kind of opportunity through its anticipated collaboration with Argonne National Laboratory, according to Joyce VanTassel-Baska, EdD, MTS director. She said Northwestern University's summer program for academically talented students, now in its third year, is set for a major expansion in 1984.

Two sessions of three weeks each are planned. But in addition, VanTassel-Baska said MTS has proposed a satellite site at Argonne National Laboratory in Chicago's western suburbs. "The criteria for admission to the program would employ the same standards used by the established Northwestern University summer program and follow the same requirements for course completion, teacher selection and student evaluation," VanTassel-Baska said.

The proposed collaboration between the university and Argonne National Laboratory is expected to yield significant advantages to gifted students and the teachers of gifted students, VanTassel-Baska said. "The arrangement would offer facilities for three-to-four classes of students and a teacher training institute," VanTassel-Baska said. "It would also offer students opportunities to have laboratory experience with Argonne staff members," she added. One of the main benefits she cites is the combined thinking of Northwestern University lecturers and Argonne staff members in developing content for both students and teachers not only in scientific method, but also in research and its applications to the "real world".

In an article by Robert J. Sternberg, entitled, "Teaching Scientific Thinking to Gifted Children," he says, "Science education for the gifted should be modeled upon the professional scientist's approach to solving problems." Sternberg, professor of psychology at Yale University, concludes, "Today's gifted children may be tomorrow's gifted scientists. These children are receiving science education, often intensive science education, but their education may give them only a modest idea of the nature of scientific thought as it is actually practiced by laboratory scientists."

The collaboration between Northwestern University and Argonne National Laboratory would be an important step in developing the scientific and mathematical talents of gifted students, VanTassel-Baska said. "The opportunity to stand shoulder-to-shoulder in the laboratory with Argonne staff will be a powerful learning experience for these students and teachers," she added. □

The compelling role played by computers in our society has placed even more emphasis on the need for computer literacy among students, especially the gifted. Along with computers is the mandate for stronger backgrounds in math and science. The collaboration between Northwestern University's Midwest Talent Search Project and Argonne National Laboratories will offer summer students book learning that is integrated with laboratory experience.

Student/Teacher Programs Outlined

The proposed collaboration between Northwestern University's Midwest Talent Search project and National Argonne Laboratory would yield unique opportunities to students and the teachers of gifted youngsters. Four classes of 15 students each, reaching a maximum of 60, are planned for three, consecutive weeks from June 25 through July 11. During the proposed student program, a one-week summer institute for 50 teachers also would be held, according to Joyce VanTassel-Baska, project director.

The target student population for the proposed program, VanTassel-Baska said, are those who have participated in either the Illinois or midwest talent searches and who live within commuting distance to Argonne National Laboratory, located outside of Chicago. Participating students, whose ages will range from 11 to 14, must post a combined score of 800 on the Scholastic Aptitude Test (SAT) mathematics and verbal sections. Final decisions on acceptance into the program will be made by a collaborative committee of Northwestern University faculty, Argonne staff and educators of gifted students in the area, VanTassel-Baska added.

Student Curriculum

The curriculum would emphasize content and a fast pace, with opportunities for students to develop responsibility for independent learning. The relationship of mathematics and science would be explored along with the role of technology in both disciplines, VanTassel-Baska said. Specific courses would include biology, chemistry, physics and mathematics/computer sciences, she added.

VanTassel-Baska said that the coursework for students will focus on their gaining an understanding and appreciation of science and mathematics and the relationship of these disciplines to other academic pursuits. "Students will study scientific ideas and how they develop. But they also will have the chance to learn statistical procedures, research design and practical applications of mathematics to the computer," VanTassel-Baska added. "Students will collaborate with research scientists to complete a research proposal that can be carried out the following academic year," she added.

Teacher Institute

The target teacher population for eligibility into the summer teaching institute will be those educators who meet the following requirements:

1. Demonstrate high aptitude in working with gifted students and/or show interest in working more intensively with the gifted in mathematics and/or science. Interests might involve setting up a special program, serving as an advisor for independent study or working as a mentor with clusters of gifted students;

2. Already have teaching responsibility for mathematics/science in grades five through nine or be consultants, specialists or coordinators responsible for mathematics/science for the gifted;

3. Agree to implement a project, developed during the institute, that would have a positive impact on the curriculum for gifted students under their supervision. This also involves demonstrating the principal's commitment to allowing changes in the curriculum.

VanTassel-Baska said the teacher training institute will focus on numerous aspects of programs for the gifted. For example, teachers will examine the characteristics and needs of academically gifted learners in mathematics and science. The appropriate curriculum in terms of scope and sequence for gifted learners in these two academic disciplines will also be explored. Teachers will learn effective strategies for teaching math and science to the gifted. But the institute also will show teachers successful ways of collaborating with community resources to create more effective mathematics and science programs for gifted students.

"Like any child, the gifted student has specific needs," VanTassel-Baska said. "While some districts in Illinois do a fine job, the majority fail to address these needs." She adds, "Gifted children have different talents, backgrounds and interests. To assure that their talents are appropriately cultivated, teachers, counselors, administrators and parents must be actively involved in the programs."

In explaining the importance of the teacher training institute, VanTassel-Baska said a potentially excellent student should be identified before he/she reaches third grade, so that the appropriate intellectual stimulation can be given before the child gets bored. Of gifted students who are not challenged intellectually, VanTassel-Baska said, "They often become hyperactive and disruptive in the classroom, which is frequently laid to the school focusing on behavior problems that wouldn't exist if the child were actively challenged with stimulating work." She adds, "It's tragic when these children's needs are ignored, simply because they happen to be bright."

Indiana Talent Search Honors 1983 Class

The Indianapolis Museum of Art served as an apt setting for the Indiana Midwest Talent Search awards ceremony last February. Some 80 gifted Hoosier youngsters joined their parents, teachers and nationally known educators in DeBoest Lecture Hall for a two-hour celebration of academic excellence.

Top performers in the math and verbal Scholastic Aptitude Tests (SATs) as well as the highest combined math/verbal SAT scorers were acknowledged during the program. Local and national experts also addressed the gathering. Among them were Clyde Wiles, associate professor, Indiana University Northwest; Joyce VanTassel-Baska, director, Midwest Talent Search, Northwestern University and Rita Kohne Brodnax, gifted education consultant.

An extra dimension was added to the occasion by Bruce Hakes, one of the top SAT scorers in the 1982 midwest talent search. In "Having Your Druthers," Hakes shared his insights concerning the special challenges of giftedness, with an accent on making major life decisions.

Career and college decisions require considerable thought on anyone's part, according to Hakes, but, for the gifted who excel in many areas, these decisions are even more difficult. Yet talented people need not devote their lives to one field exclusively, Hakes explained, and cited Thomas Jefferson's multifaceted life as an example.

"Jefferson, at any given time in his life," said Hakes, "had several irons in the fire. He played the violin, kept a huge garden at the White House, was the architect for the University of Virginia, designed furniture. . . . Jefferson proves that you don't necessarily have to confine yourself to one field. In fact, it has been demonstrated that gifted children, as adults change careers more often than other people."

Hakes urged his younger cohorts not to limit themselves to a single endeavor. He pointed to his own wide-ranging interests of the moment: running a small, profitable bread-baking business; growing beans hydroponically in his bedroom; acting; writing; playing in the school pep band; and viewing and analyzing Alfred Hitchcock films.

"I like to think that I'm getting a little of everything and becoming a more well-rounded person," observed Hakes. "And that, I think, is the best decision anyone can make." □

Curriculum Is Mainstay In Educating the Gifted

The talents of gifted children are developed by more than one person, by more than one experience. Parents, role models, counselors, school officials and teachers—all are necessary to offer the wealth of experiences that will nurture the child's talents. But as guardians of the child's formal education, the schools and teachers have a unique opportunity to be strong, positive influences.

For insights into ways in which the schools and educators can contribute to the academic progress of gifted children, the *Midwest Talent Search Quarterly* interviewed James J. Gallagher, PhD. A nationally recognized authority in the field of gifted education, Gallagher is president of the World Council for the Gifted and Talented. He is director of the Frank Porter Graham Child Development Center at the University of North Carolina in Chapel Hill. Although he has numerous research interests, curriculum development for the gifted is among his primary lines of investigation. He has written extensively on education of the gifted, including a book entitled *Teaching the Gifted Child*.

Q. What three things can local educators do to improve the education of the gifted?

A. The major problem in educating the gifted involves the need for a differentiated curriculum. The gifted are best served by having an advanced curriculum in which the content or material presented is challenging in depth and breadth. Equally important is acceleration, or the ability of gifted students to move ahead at their own pace to more demanding material. An advanced curriculum should reflect both the talents of students and the strengths of faculty who would teach them. Emphasis must also be given to the learning environment. Gifted students need a special place—an advanced group or a special room—that puts them in the company of intellectual peers.

A second consideration in improving the education of gifted students is the reality that critical decisions affecting the gifted frequently are in the hands of the school leadership i.e., school boards, and out of the hands of teachers. The implication is that teachers need to be advocates in behalf of students' needs. For example, teachers should seek time on the school board agenda, meet with parent groups, even form them where groups do not exist. One has to go outside the school system in order to influence the system.

A third way to improve the education of the gifted is to initiate pilot programs that demonstrate what can be done for the gifted. Such programs, organized along the special skills of the faculty, not only demonstrate the kinds of advanced curriculum possible, but also increase the chances of implementing them permanently. Once you have demonstrated what can be done, it is much easier to get it approved. ▷

James J. Gallagher, PhD

Q. How can schools develop leadership among the gifted?
A. Practice makes perfect. Just as one has to practice tennis, one also has to work at leadership to develop skills. Studying leadership is not enough. One learns not just by reading, but by combining background with experience, by problem-solving first-hand. In our educational system, most students are followers, because they are told to be followers and are denied the opportunity to be leaders. The gifted will be taught leadership when they are allowed to assume it.

Q. What are important considerations in selecting teachers?
A. At the top of a long list of attributes important to teachers of gifted students are two main assets. One is intellectual enthusiasm and curiosity. Teachers have to be excited by knowledge and the search for knowledge. The second is physical energy, because it is exhausting to meet the demands of intellectually gifted students. If a teacher of gifted students has these two assets, then one can scan the long list of other attributes that every teacher should have.

Q. Many schools have excellent opportunities for gifted students. How can their efforts benefit others?
A. Throughout the country there are excellent programs for gifted youth, but the task remains to distribute these opportunities more evenly throughout the gifted population. A network of demonstration centers where programs for the gifted are unusually strong enables visiting school officials to get a first-hand look at the successes and pitfalls of setting up such programs. Observing the practices that work and talking candidly about problems can minimize resistance that stems from people not understanding the pitfalls. Then, one can return to school districts to set up programs that are similar but not identical. Every program for the gifted has a local identity, its own flavor. A school district can never take another's program and swallow it whole.

Q. What affect do you feel Adler's *Paideia Proposal has on the gifted?**
A. There are positive elements to Adler's *Paideia Proposal* with its emphasis on intellectual sophistication and breadth of knowledge. The main problem lies not with the gifted, but with average and below average students who are unable to learn at the same rate. It is difficult to implement Adler's theories in a diversified school that must educate many levels of students. Adler's theories are implemented best in a private school that offers a controlled setting.

Everyone is looking for the magic pill that will improve education across the board, but no such cure-all exists. Basically, you improve whatever elements of education you can for each target population. We lost an important science curriculum after the Soviets launched Sputnik, because we insisted that the curriculum be appropriate to all levels of students. In education, it is a misguided notion that "one size fits all," that one curriculum suits all students. A "one size fits all" approach ends up fitting no one well.

Q. Is the current emphasis on math and science merely another 20-year cycle or a major breakthrough for the education of the gifted?
A. The current emphasis on educating the gifted will last, but in what form or style is mysterious, because there has been no organized strategy. Education of the gifted should be part of a federal program. The federal government needs to concern itself with leadership training, research and the dissemination of information. This is because we have moved from an industrial society, whose product was goods, to an information society, whose products are knowledge and information—a society whose main vehicle for information is the computer.

Q. Why should society concern itself with educating the gifted?
A. There is an issue of love/hate that society has with the gifted and talented, a general hostility toward gifted programs as being unfair or inequitable. They ask, "why give the gifted more when they have so much more to begin with?"

In the private sector, we build scores of schools for the gifted, i.e. Harvard, Yale, Princeton. They are not called schools for the gifted, but they function that way. In the public sector, however, the schools and/or programs set up for the gifted are in no relationship to the need. The tendency is to give any extra money to the underprivileged. But we must be prepared to allocate a proportion of whatever money is available to educating the gifted, because the gifted offer us the best chance to solve the problems of the underprivileged. □

*PAIDEIA (py-dee-a), from the Greek *pais, paidos*: the upbringing of a child; in an extended sense, the general learning that should be the possession of all human beings.

The idea of a 12-year curriculum with a uniform course of study for all students is the core of *The Paideia Proposal: An Educational Manifesto* published last fall and written by Mortimer J. Adler on behalf of members of the Paideia Group, comprising 22 distinguished educators. Their plan of educational reform is based on the belief that "there are no unteachable children. There are only schools and teachers who fail to teach them."

Editorial

Rich Resource Challenges Schools

Suppose gasoline prices doubled tomorrow, from $1.25 to $2.50 per gallon and that even at scalper's prices, Americans were waiting in four-hour lines to receive their weekly ration of 10 gallons. Suppose the New York Times in a front page story announced the discovery of the world's largest oil reserves in the United States, all that was needed was new technology and experts to extract the oil.

The public clamor to mine these oil reserves would authorize a national response and the appropriation of necessary funds to accomplish the task.

Yet, the United States' richest resource lies relatively unrecognized and is developed unevenly, at best. It is a resource that could have a major, constructive impact on problems in the nuclear arms race, public health, the federal deficit and poverty.

The United States' richest resource lies in its gifted children. The process of reaping the benefits of their intellectual and creative capacities lies in our recognition—as parents of gifted youth, educators and society as a whole—of how critical the need is to help these individuals develop their talents.

There are many critical needs facing education of the gifted today, but among the most pressing are:

- *Recognition by education and society as a whole that gifted students have special needs in school;*
- *A commitment by educators to provide appropriate programs and services to the gifted population;*
- *Coordination of resources so that there is continuity, instead of a 'hit or miss' approach, in the gifted student's educational experience;*
- *Funds for research and development within the field of education.*

What Can Be Done?

The above points underscore the role of schools and educators in developing the talents of gifted students. But what specifically can be done at the elementary and secondary school levels?

1. Schools and educators can identify each gifted student who can be served and organize the resources of faculty and curriculum to meet the student's needs. It is necessary, also, to recognize those highly gifted students who need additional opportunities early on in their academic careers. Extra resources may be in the form of tutors, mentors and collaborations with universities and laboratories.

2. Schools can modify the basic program of education that now exists so that each gifted student can advance at his/her own rate. This may mean allowing a kindergartener, for example, to participate in a third grade reading group.

3. Schools can develop comprehensive plans that support that progress of gifted students from preschool to entrance into college. Required is a policy governing early entrance and early exit within the curriculum, so that each gifted child is exposed to the appropriate depth and breadth in content, yet can still be accelerated at his/her own pace.

4. A consistent policy that groups gifted students together is needed. Gifted students' academic proficiency can be maximized by placing them with their intellectual peers.

5. Programs can be designed that not only emphasize content, but also develop the abilities of gifted students to think. The gifted need depth and complexity of subject matter, but within that context they also need to learn how to think, analyze and problem-solve. In short, rather than merely teaching the gifted how to do a difficult experiment, we need to teach them how to determine if that experiment has merit.

6. Despite the emphasis placed on the important role of schools and educators, the gifted need the understanding of these educators or administrators that school is only a part of that student's day or life. Schools and educators need to strike a balance that, on the one hand, shows their commitment to plan effective programs for the gifted, but, on the other hand, shows their humility in recognizing that gifted students have abilities and needs beyond the school experience. The success that school systems have in keeping that balance will mean the difference between helping or impeding the gifted student's progress.

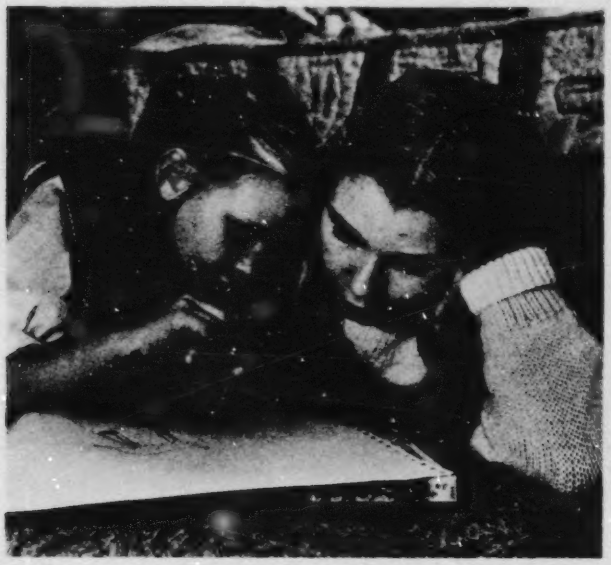
Now that the public conscience is awakening to the need of better education in the public schools, it is up to the schools themselves to demonstrate their abilities in raising the standard of education, particularly where the gifted are concerned. In the words of James J. Gallagher, an authority in gifted education at the University of North Carolina, Chapel Hill, "Our educational system has more to offer the gifted student than the prospect of becoming an academic sponge, sopping up facts that pour out when he is squeezed." □

Letters

Editor's Note: The Midwest Talent Search Quarterly encourages letters to the editor.

On 5 June 1983, at MTS's annual ceremony honoring the highest scorers in its talent search, Professor Julian C. Stanley, director of the Study of Mathematically Precocious Youth (SMPY) at Johns Hopkins University, spoke on "When Two Strong Men (or Women) Stand Face to Face . . ." He gave many suggestions for facilitating the education of such youths. These were summarized on pages 3-4 of the first issue of the Midwest Talent Search Quarterly in the fall of 1983.

Dr. Stanley has volunteered to send anyone, whether in the June 5 audience or not, a copy of the 14-page paper upon receipt of the requestor's name and address. Send him a card at SMPY, Department of Psychology, Johns Hopkins University, Baltimore, Maryland 21218.



Family involvement may mean 10-year-old Kristine (right) helping five-year-old Ingrid to draw a horse. But in any case, the Haugen family tries to take the giftedness of two daughters in stride.

Learning is part of the Haugen family motto, even when it means turning the kitchen over to a laboratory so that Ingrid (center) can learn how to grow molds. Her father, who is on the staff of Argonne National Laboratory, is an apt teacher for both Ingrid and Kristine (left).

The Haugens: Promise Blossoms With Family Involvement

At the very least, the gifted child is a challenge. But for David and Karen Haugen of Downers Grove, Illinois, nurturing those gifts in 10-year-old Kristine and five-year-old Ingrid is a family affair and a challenge that suits them well.

Both David and Karen were born to first-generation Norwegian parents, who had little English-speaking ability when they started school in Minnesota. "The impact on our parents was to conform," David said. He recounts a strict, work-oriented family upbringing that would never endorse, for example, a trip to a museum for pleasure.

Similarly, Karen recalls being taught in a one-room schoolhouse with a single teacher instructing grades one through six. "One teacher's faults became the holes in my background," Karen said. She adds, "The school room's library was half of a small bookcase of 40-year-old books." With the help of a book mobile that rotated twice monthly through the school and by reading encyclopedias, she began to fill in the 'holes'.

David and Karen, in fact, have plotted a markedly different parenting strategy for their two gifted daughters than either of them experienced in their own upbringing. They make concerted efforts to take family excursions. Pleasure may be the objective, David explains, but something worthwhile often is at stake, such as a walk in the woods where the children just happen to notice wild flowers. Dinner table conversations are turned into educational opportunities.

"The questions of our kids always are answered to the best of our ability. We both have science majors, so we know a lot about how the world works, about health, anatomy and physical science." He gives the example of five-year-old Ingrid's interest in bacteria and Karen taking the time to locate a simple book on bacteria at the library.

David's and Karen's science back-

Whether she was a first grader using an eighth grade spelling list or an eighth grader completing algebra I, II and most of geometry, Kristine is intent in her work. Here, she shares her mother's interest in needlework.

Kristine's music interests include the flute, which she has studied for two years, and the piano, which she has studied for five years. Five-year-old Ingrid prefers the violin.

Kristine is hard at work on a special project for the Illinois historical fair making dolls the way pioneers would have made them, using corn cobs, apples, corn husks and sticks. Ingrid is content to use the floor as an easel for her masterpiece.

Reading is a favorite pasttime for Kristine. Last summer, Kristine was a student in the Midwest Talent Search summer program at Northwestern University, and this summer, she plans on attending a summer program at Johns Hopkins University.

grounds uniquely qualify them to adapt to the early inquiries of their developing children. David is a research biochemist at Argonne National Laboratory outside of Chicago. Karen has a teaching background with a triple major in biology, chemistry and education and is a technical editor for Argonne publications.

She gave up medical technology to pursue graduate training in microbiology. But as a tot, "Kristine had separation anxiety when I would leave for school; this convinced me that I was better off at home," Karen recalls. Although they noticed Kristine's giftedness, Karen says they did not pick up on it immediately. She explains that as first-time parents away from their families, they lacked opportunities to observe other children first-hand.

By age four, Kristine had taught herself to read. By conservative estimates, she was reading at a third or fourth grade level when she was in kindergarten. She had spent just two weeks in kindergarten when her teacher advised accelerating her to first grade. That was the first of several accelerations, which in addition to kindergarten, would include third and fifth grades. Now Kristine is an eighth grader who has completed algebra I, algebra II and nearly finished geometry.

Of skipping grades, Karen says, "Each time Kristine jumped, it was obvious to us and to her teacher that she needed to make adjustments in the fall. But by spring, the same teacher was urging her to jump again." Karen adds, "If her peers are eighth graders, she will act like an eighth grader. Kristine is perceptive, understands the new norm for behavior and is more mature than the average 10-year-old."

Although Tuesdays are not typical days for Kristine, they do show her ability to meet a demanding schedule. She awakens at 6:30 a.m., is at school by 8 for a play or choir rehearsal, finishes a full school schedule that includes math, science, reading, language arts and social studies and rehearses after school until 4:30 p.m. She practices the piano for half an hour before dinner and is ready to leave at 6:30 for an advanced math class that ends at 9:30 p.m.

Kristine's interests outside of school revolve around reading and her mature choice in books. In kindergarten, her mother says she was reading Hobbit, but now reads a series of books by one author, like James A. Michener. "Kristine always has two or three books that she is reading simultaneously," her father says. He tells of watching her read and of trying to match her reading speed, but being unable to keep up with her.

It would be hard to keep up with Kristine. She not only is editor of her school newspaper, the *Orator*, but also is a member of the problem-solving Bowl Team sponsored by the Illinois Council for the Gifted. Now she is engrossed in a project for the Illinois historical fair; she is making dolls that the pioneers would have made using cornhusks, corn cobs, sticks and apples. For the Illinois State Historical Society, she is hard at work writing a paper on slavery in Illinois for publication in the society's magazine.

Despite her giftedness and the efforts of both parents to map out a solid family life, there are pitfalls. Kristine acknowledges that she has, "moved from school to school and jumped from grade to grade so that I'm not attached to one group." But she adds that she is not social enough to be bothered by that. She humorously adds that when it comes to appealing to the usual interests of age peers, "I don't have a rock record in the house."

Nevertheless, there have been hurts. Last year she ran for treasurer of the student council for which, with her advanced abilities in math, she felt uniquely qualified. But she lost out to a more popular schoolmate. Although she has advanced intellectually to material far beyond her chronological age, she was hurt by her experience in gym. The school had her take gym with classmates who were chronologically older and had more physical maturity. "I never could get on the honor roll, because I would get C's in gym," Kristine says, acknowledging that the experience dampened her enthusiasm for sports. Nevertheless, her father points out that she does calisthenics every day and either runs a mile or swims 12 laps.

In reviewing their decision to accelerate Kristine, both Karen and David endorse the concept. "With Kristine, we would have ruined her intellectually and only given her a social life," Karen says. They also acknowledge that it may have been easier for Kristine, who never was as social as their younger daughter, to make the necessary and sometimes difficult social adjustments. Even so, they feel that Ingrid, who already is a talented violinist at age five, has the intellectual gifts that probably will necessitate her acceleration.

David and Karen have a strong commitment to child-rearing. They also have an unusual dedication to education of the gifted through their participation in sponsoring speakers' programs, their year-round teaching commitments for gifted children and through David's three-year involvement with a science fair that the school system now wants to direct.

Yet there are no easy answers to meeting the needs of gifted children. Karen and David Haugen have approached the challenge as though it were a natural part of their family life. They sum up the experience by saying, "We've tried to take their giftedness in stride, to accept it as normal, like one's income level or where one lives. We're committed to keeping our children working, not driving them, but giving them the chance to learn." □

Parents nurture their young in many tangible and intangible ways. Beyond providing food, shelter, and other basics of life, they help mold a child's mind, emotions, spirit and personality.

Because of the gifted child's potential and special promise, parental nurturing takes on added significance. To guide parents of gifted youngsters and help them gain greater confidence in carrying out their important role, The *Midwest Talent Search Quarterly* designed this special section.

Included in it are general guidelines for rearing gifted children and suggested at-home activities to stimulate young minds. Another segment deals with financial planning for a gifted child's college years. And an annotated bibliography points parents in the direction of further resources.

The Promising Child Thrives:

Guidelines for Parents To Steer By

As shapers of a gifted child's mind, parents have an awesome yet uniquely rewarding responsibility. It is all too easy to assume that an entirely different style of parenting is called for. But gifted children are still children, maintains Gina Ginsberg, executive director, Gifted Child Society, and consultant to the U.S. Department of Education, and John Curtis Gowan, retired gifted authority. Precocious youngsters need love, but controls; attention but discipline; parental involvement, yet training in self-reliance and responsibility.

As with any child, parental involvement in early tasks is critical, say Ginsberg and Gowan. Gifted children thrive when their parents are the ones responsible for training them to count, to tell time, and to use correct vocabulary and pronunciation.

Praise and encouragement should be commonplace in the home. It is natural to praise a gifted child when the individual succeeds or achieves in remarkable ways. But the child needs as much or more encouragement when an experiment does not work out as planned. Inquiring minds must take intellectual risks, say Ginsberg and Gowan, and that risk-taking should be supported and praised.

Intellectually curious youngsters need reassurance in other areas as well. They may have only a vague understanding of such adult concerns as finances, war, death, sickness and sex, but parents should try to resolve any uneasiness these subjects cause in their children. Providing challenging stimuli is another important parental function. For example, parents ought to ensure that when their gifted child reaches the age of six, he/she has an equally able playmate. Emphasis, too, on early verbal expression, reading, discussing ideas in the child's presence, poetry, and music are all valuable. Just as parents should make a habit of read-

Parents Nurture Their Gifted Young

ing to their children. Ginsberg and Gowan also believe parents should stress the importance of doing well in school.

One way to supplement and nourish an intellectual climate at home is for parents to establish a home library. General references like an encyclopedia, dictionary, thesaurus and almanac form the foundation. Another basic reference is a world atlas (or globe), which provides information on climate, natural resources and topography to help children understand geographical relationships.

The library should contain materials to enrich imagery and the imagination. Books on fairy tales (like Grimm's), folk tales, myths (like D'Aulaire's *Golden Book of Myths*), fables (Aesop) and nature (the *Time-Life* series) will accelerate a child's creative development. Children's magazines are another library basic, and there are many to choose from: *Children's Highlights, Games, Stone Soup, Cricket, National Geographic World, Owl, Odyssey, Art and Man* and *Ebony Jr.*

A special library section might be devoted to books about gifted children or youngsters with unique talents. Because the gifted often stand out as "different," they can feel alienated from others their age. But reading about children like themselves shows gifted youngsters they are not alone and leads to greater acceptance and understanding. The January 1980 issue of *Language Arts* featured a list of such books, including: *Henry 3* by Joseph Krumgold; *A Wrinkle in Time, A Wind in the Door* and *A Swiftly Tilting Planet* by Madeleine L'Engle; *The Rare One* by Pamela Rogers; *The Girl Called Al* by Constance Green; *Hugo and Josephine* by Maria Gripe; *The Cat Ate My Gymsuit* by Paula Danziger; and *Freaky Friday* by Mary Rodgers.

While many forms of parental encouragement are essential, Ginsberg and Gowan caution against over-pressing.

There is a marked difference, they say, between "pushing" and intellectually stimulating a child. Parents should not push children into reading, put them on exhibit before others, or overplan their lives so that there is no free time. Gifted children, like their friends, enjoy watching TV or reading comic books.

Ginsberg and Gowan also caution parents against comparing their gifted child with others. Comparisons only place pressure on the child to be continually outstanding and are unfair to whichever child comes off second-best.

The unconventionality typical of many gifted children places special demands on parents' ability to understand, according to Ginsberg and Gowan. On the one hand, parents should be careful not to ridicule or criticize the child for fantasies, originality, imaginative playmates, or out-of-the-ordinary mental processes. But on the other hand, gifted children, like others, need to observe certain conventions. Parents who explain the social advantages of ▷

As critical as a school library is, it is equally important to establish a home library. A well-balanced library would include reference books like a dictionary and atlas, books rich in imagery like Grimm's fairy tales, children's magazines and even books about the gifted.

At-Home Activities Stimulate Minds

Expanding children's horizons through museum trips, tours through industrial plants, and visits to historical landmarks have long been accepted as good ways to stimulate young minds. But there is a wealth of at-home activities that parents should not overlook.

Simple "futurism" exercises can stretch a gifted child's ability to predict results when situations change. Parents can ask, for example, what would happen if the father were transferred. The child might identify such positive effects as the chance to make new friends and see new places. Additional scenarios parents can pose to their children include what happens if: School is held three days a week all year long; all reading materials, including books and magazines, are destroyed; things come in only one color; the sun shines only one day a week.

Other exercises help intellectually curious youngsters apply the p. oblem-solving process to various dilemmas. Take a typical problem in many families: c. ldren may feel that current forms of discipline are unfair. To sharpen their problem-solving abilities, parents can probe their children for alternatives, using a model that has them:

- Gather facts about the situation
- State the problem clearly
- Brainstorm possible solutions
- Develop an hypothesis
- Test the hypothesis
- Develop commitment to the solution.

Other close-to-home problems can be treated in a like manner. Examples: (1) The family inherits a sizable amount. What should it do with the money? (2) Parents feel their children do not help out enough around the house. How can this be resolved to everyone's satisfaction? (3) The children want to be chauffeured to several activities that conflict with their parents' activities. How can a compromise be reached?

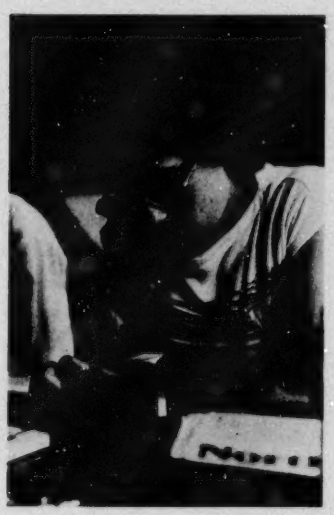
Solutions at-home games excite the gifted's vivid imagination. In one activity, the parent begins a story but lets the child finish it. For example, "One dark evening, I was climbing the hill to the old deserted Smith house when suddenly. . . ." In addition to tapping a child's imagination, "What if" also challenges his knowledge and understanding of the real world. Example: What would happen if the sun did not come up tomorrow? What would happen if you were only three inches tall?

Simple, virtually spontaneous games of memory can be born over long car trips. Try "book plots," riddles whose answers are two rhyming words. Example: An outstanding policeman? A top cop, of course. Time for hurrying? What else but a hay day. A competition to reach another galaxy in a space race. Parents can challenge their children to make up riddles as well as answer them.

In another word game, parents give their child a large word, then ask them to list other, smaller words in it. As many can be used more times as one word letter is present in the original word. Example: from "holiday" comes "hole," "old," "oil," "lay," "day," "lad," "lid," "yo," "do," "id," "lo," "oh," "ho," "hi," "ad," "la," "ha," "ah," "ay," "ya

The gifted child may have a wide range of interests, but have trouble concentrating on one subject. When parents see their child dabbling in, without finishing, projects, they should intervene. Ginsberg and Gowan recommend that parents encourage their child to follow through until he reaches the point of creditable performance or real mastery is reached.

Above all, say Ginsberg and Gowan, parents owe it to themselves to enjoy the special experience of nurturing a gifted child. Of all the problems children can have, giftedness is the best one. Although precocious youngsters may try their parents' patience at times, their enthusiasm and love of learning will more than reward them. Parents should simply learn to relax and enjoy the excitement. □



Reading is important, but so is the emphasis on music, poetry and verbal expression. Family games that can be played at the dinner table not only can help develop the child's imagination, but also can sharpen his/her thinking skills.

References of Special Interest

Delp, J. & Martinson, R. (1974). *A handbook for parents of gifted and talented.* Los Angeles, CA: National/State Leadership Training Institute on the Gifted and the Talented.

This perceptive and helpful manual provides parents with practical answers to many of their questions. The characteristics of gifted students and the ways in which schools try to adapt to them are discussed. The book reviews the psychological needs of children and suggests ways in which parents help their children cope with their special problems.

Baskin, Barbara H., Harris, Karen H. *Books for the Gifted.* R.R. Bowker Company, NY, 1980, 263 pgs.

This book is a useful guide for parents, teachers and librarians who wish to direct the reading of intellectually gifted students. The authors present a brief historical and societal perspective on the gifted in Chapter 1 and a discussion of the kinds of academic responses of the educational community to gifted students' intellectual needs in Chapter 2. The heart of the book is contained in Chapters 3 and 4, in which the intellectual aspects of reading are discussed and a concise bibliography of 150 intellectually challenging books for the pre-reader and reader up to age 12 is presented. The books covered range from picture and puzzle books to novels and science books.

On Being Gifted, written by the participants in the National Student Symposium on The Education of the Gifted and Talented, sponsored by The American Association for Gifted Children, Walker and Company, NY, 1978.

This book offers insights into the experience of being gifted. Twenty teen-aged students considered to be gifted and talented recount their feelings about being gifted, tell of the people and experiences that significantly influenced their lives and reveal their reactions to special in-school and out-of-school educational experiences. The reader comes away with a solid understanding of the characteristics and needs of the gifted and talented, alternative education ideas and career options. This book would be useful to parents, teachers and gifted students themselves.

Ehrlich, Virginia Z. *Gifted Children, A Guide for Parents and Teachers.* Prentice-Hall, Inc., Englewood Cliffs, NJ: 1982, 201 pgs.

This book answers common questions parents and teachers ask regarding the characteristics, needs and education of the gifted. The author begins with an explanation of frequently-used psychological and educational terms. Chapters are devoted to a thorough discussion of issues such as the use and meaning of intelligence, achievement and aptitude tests, the characteristics and identification of the gifted, career preparation and options for the gifted student, the law and gifted children, and the advocacy roles of parents and teachers in relation to gifted children. Interspersed throughout the text are case histories of eminent personalities and examples of individual children from the author's personal experience.

Laidlaw, Carole, *Literature Guide for Teaching Gifted Children Literature in Grades One Through Three.* Sacramento, California: California State Department of Education, 1978, 32 p.

This book presents 11 detailed lessons to teach literary and interpretive reading skills on a higher intellectual plane than merely comprehension, speed and accuracy. Effective teaching approaches, discussion ▷

questions and recommended readings and activities are included with each lesson plan. Sections of the book deal with writing original stories based on research in an area of choice and reading for interest.

Flowers, J.V., Horsman, J., Schwartz, B. (1982) *Raising Your Gifted Child*, Prentice-Hall, Inc., Englewood Cliffs, NJ. 1982, 124 pages.

This book is a practical and concise guide for all parents who want to provide the gifted child with every opportunity to reach the full extent of his or her potential. The authors acknowledge five forms of giftedness: mental, motivational, physical, social, and creative. Specific ways are presented to help parents of gifted students overcome problems in the areas of assessment of giftedness, underachievement, creativity, common behavioral problems, social adjustment, and the education of the gifted child. The appendix lists resources for additional information and assistance that parents will find helpful.

Roedell, Wendy Conklin, Jackson, Nancy E., and Robinson, Halbert B. *Gifted Young Children*. New York: Teachers College Press, 1980, 103 p.

The authors review and synthesize current knowledge concerning the intellectual and social development of gifted young children. Although the primary focus is on the preschool level, much of the material is relevant for early primary grades as well. Other issues such as the nature and characteristics of giftedness, the identification of gifted performance, and appropriate programs for young gifted children are also discussed.

Financial Planning Makes Sense

Financing a college education looms large in all parents' plans for their gifted child's future. Projected double-digit tuition hikes over the next few years mean that parents today are faced with accumulating $50,000 to 100,000 for each child's education.

How best to go about this Herculean financial task was outlined in the article "Bucking the Tuition Blues," which appeared in the March, 1983 issue of *Promising Child*.* Author Robert Sharoff queried a number of financial specialists to get their expert advice.

The "first order of business," said the financial pros, is to shelter college funds from taxes through gifts, Clifford trusts, or interest-free Crown loans. Gifts are the easiest to implement: parents simply apply for a Social Security Number for their child, sign a custodial agreement available from banks and brokerage firms, then give the child up to $20,000 a year tax-free.

With Clifford trusts, parents sign over certain assets to their child for at least 10 years. The child derives taxable income from the assets, but is taxed at a very low rate. Crown loans are tax-free to children, who receive the income generated by the assets. But one drawback is that the IRS wants Crown loans declared illegal.

Once funds are sheltered, parents must decide how best to invest them. Several financial pros recommend no-load (no sales charge which otherwise could be as high as eight-and-one-half percent) mutual funds initially, especially mixtures of stocks and bonds. Later on, parents can diversify into oil development and real estate partnerships, gold, art or antiques.

Bonds also can be added to the portfolio, especially Bank of America's zero coupon bonds sold at a hefty discount. The term zero coupon means all interest automatically is reinvested at an identical rate, so that you receive no money until the bond matures. Others worth considering are mortgage pool pass-through certificates and mortgage backed bonds. The best known are the Government National Mortgage Association (GNMA), or "Ginnie Mae," and the Federal Home Loan Mortgage Corporation (FHLMC) or "Freddie Mac." Ginnie Maes, for example, have been paying 12 percent, are federally insured and generate monthly payments of both principal and interest, to be invested at higher rates elsewhere.

Because inflation can eat into bond returns, financial experts urge parents to achieve a balanced portfolio. Results of a *Money* magazine poll of financial pros turned up the following profile of a well-balanced portfolio: 30 percent in zero coupon bonds, 35 percent in a growth-stock mutual fund, 25 percent in Ginnie Maes and 10 percent in gold mining shares. □

**Promising Child* is the prototype of a magazine that could be published for the parents of gifted children. The one-time publication of *Promising Child* was a project undertaken by students in Northwestern University's Medill School of Journalism.

The Demand For Excellence: A Challenge Posed To Educators

Introduction

Twenty-five years ago, James Conant, an authority in the field of education, published a study on American education which faulted the system for its lack of educational excellence, the results of which permitted the Soviets to put a satellite in space before the United States. Conant recommended a greater emphasis on learning through inquiry as opposed to drill, teacher specialization at the secondary level, and a curriculum at the primary level that would integrate the basics of education with thinking skills.

In the last issue of the *Midwest Talent Search Quarterly*, we reported on nine recent studies that identify weaknesses in the current American educational system. The conclusions of these studies, including the work of John Goodlad, who is one of Conant's collaborators, center on five major themes:

First is the advice that more rigorous standards be restored, so that students are pushed to their potential and education is more meaningful to them. Second, the reports call for better teachers, so that better teaching can take place. To this end, the colleges and universities that train teachers are examining their standards of certification and graduate requirements. Third is the belief that the total community must be involved before the recommended reforms can take place. The total community means business, civic and cultural organizations, as well as political action groups and parent volunteers. The fourth recommendation suggests that leadership for reform must come from within the schools and that the primary responsibility for that leadership will be in the hands of school principals. In other words, principals must be more than disciplinarians within a bureaucracy. Finally, there is general agreement among the reports that a core curriculum be established for all students.

Texas Takes The Initiative

The Public School System Denton, Texas

On occasion there are schools, districts or states that react to such reports by taking the initiative. One outstanding example of reaching for excellence rather than merely accepting near competence is the effort being made statewide in Texas.

House Bill 246 declares that the Texas State Board of Education restructure the state's entire educational system. The slate was wiped clean. Local, regional and statewide meetings were held with educators, parents and community leaders and a list was established of the skills to be taught in the public schools.

A diploma will be granted to all students who complete these requirements. However, students may obtain the diploma from two different routes. The general high school transcript requires completion of 21 credits and includes remedial classes when extra help is needed. The advanced academic transcript requires completion of 22 credits including four years of English, three of mathematics and science, two of a foreign language and one additional year of mathematics, science or a foreign language. No remedial classes are available, and the math classes begin with algebra I. A variation of the second transcript is the advanced honors transcript in which a majority of the classes is listed as honors.

According to Ray Chancellor, Ph.D. of the Denton intermediate school district in Texas, these are the most significant educational changes in Texas in over 30 years. "The quality of students that emerge from this system should increase dramatically," said Chancellor. "Even if the student wants a vocational specialty, there has to be a basic commitment to that specialty in terms of credit hours before the student is given a diploma."

Chancellor explains that the restructuring includes changes in programs for the gifted. "Special classes for gifted students must face ▷

new requirements. Each must demonstrate that it is part of a totally differentiated curriculum before it can qualify as part of the gifted program." For example, a ninth grade honors course in physical science cannot qualify as part of the gifted program simply by varying instructional material, according to Chancellor. It has to be demonstrated that the teaching techniques for this course are suited for gifted students, before the class will be considered part of the gifted program. Although the immediate revamping is taking place at the secondary level, Chancellor says the entire gifted program eventually will be restructured.

The North Carolina School of Science and Mathematics, founded in 1980, has a community service program that requires volunteer work by its students. Here, one of its students tutors a youngster in the local elementary school.

North Carolina School Is Beacon of Excellence

North Carolina School of Science and Mathematics

The North Carolina School of Science and Mathematics opened in 1980 in response to pressing needs. These included declining test scores, out-of-state people working in new high tech industries, and the need for well-informed leadership to determine public policy based on new technologies.

The school's rigorous curriculum is taught by experienced and dedicated teachers who come armed with at least a master's degree in their specialty, and many with a doctorate. The flexible program at the residential school, which serves 11th and 12th grade students representing 85 of the 100 state counties, stands out as North Carolina's shining beacon for excellence in education.

The state-supported school was endorsed by the community from its inception. In fact, Durham County, seat of Duke University, gave the school a 27-acre site for its campus. The school makes good use of the community's cultural, business and educational resources. Duke, the University of North Carolina at Chapel Hill, North Carolina State University and North Carolina Central University are just a few of the institutions which work cooperatively with the school in providing facilities, equipment and personnel. Mentorships with area scientists and scholars make up a large portion of this effort, as well as special lectures by visiting specialists.

In turn, the school reaches out to the community through many efforts. Summer workshops, for example, are provided for teachers interested in gifted education. The school's students serve as residential advisors for the Duke Talent Identification Program. In addition, telecommunications networks are being established so that schools throughout North Carolina will have access to class instruction at the North Carolina School of Science and Mathematics. Finally, the campus continually provides an enriching setting for conferences and meetings.

Illinois Offers Three Models of Excellence

Fermi Lab

The Fermi Lab School, the brain child of Leon Lederman, will be modeled to some extent after the North Carolina School of Science and Mathematics. Lederman, director of Fermi Lab, believes that the very bright student needs more educational opportunities than are available. He believes that Fermi Lab, with its facilities and personnel, offers such opportunities.

The lab, located in a high tech corridor outside of Chicago, first offered special classes for students in the community five years ago, when a Saturday morning survey course in physics was introduced. Personnel from Fermi lab volunteer their time to teach the course, which now has a two year waiting list.

The plan for the new school calls for a three-year residential high school to be located in Batavia, Illinois, and to be available to students throughout the state. Lederman recognizes that many of the smaller school districts cannot afford the equipment and facilities sometimes required to give gifted students enriching experiences.

The curriculum will be broad, but at the same time have depth in the humanities, social sciences, foreign languages, the sciences and mathematics. "These students will not be satisfied with anything but the best, whether it be in math, science or a fine arts class," commented Frances Cole, PhD, special assistant to Lederman. "It is our plan to provide only the best education in every area." An important part of the school's mission includes helping teachers throughout the state to improve the quality of education. The Lab school plans to be the setting for in-service training, curriculum development, and a source for teachers to develop teaching techniques.

Leon Lederman, director of the Fermi Lab in Batavia, Illinois, is a guiding force behind a proposed boarding school which would focus on math and science training for gifted students. The school would enroll some 800 students from the upper one-tenth of one percent of their classes and would take advantage of Fermi Lab's facilities.

Education Corporation of America

"At an increasing rate, responsible parents are dissatisfied with schools that fail their children. They are searching for alternatives to awaken the potential that lies waiting in every child," says Richard N. Rosett, chairman and chief executive officer of the newly formed Education Corporation of America (ECA), based in Chicago.

ECA, in a joint venture with Keller & Taylor Corporation, owners of the Keller Graduate School of Management, is ready to launch a nationwide system of private, for-profit elementary schools, starting this fall in Chicago. ECA's goal is to put children, regardless of skills and family income, through a challenging curriculum. "In the right environment, 80 percent of these students can be expected to achieve in the top 20 percent on nationally standardized tests," said Rosett, former dean of the University of Chicago Graduate School of Business.

The right environment is defined by ECA as providing a low student-to-teacher ratio (10 students to one teacher). In addition, teachers will have access to computerized instructional aids to help tailor both the lessons and learning pace to each child, whether he is a gifted, average or slow learner.

Students will be expected to master traditional academic basics. But the ECA curriculum also includes the arts, physical education, foreign languages and computer literacy. Whatever the subject, the emphasis is on teaching children how to apply what they learn to problems of daily living through analysis and reasoning.

Homework will be expected from the first grade on, adds Rosett, and ECA's staff will advise parents on how to contribute to their child's education at home. The ECA school year also may run to 200 days instead of the typical 180, and the school day may last longer than the usual five hours.

Grades will be given and parents informed frequently of their child's progress, adds Rosett. But tests, rather than signaling the end of a unit and differentiating those who succeeded from those who failed, will serve an important planning role. By pinpointing areas where additional instruction is necessary to ensure complete mastery, tests will help teachers plan individualized programs for each child.

The vast majority of ECA teachers will be certified and full-time. Those who are not certified, will have expert knowledge in certain subject areas. Although some may have jobs elsewhere, they will be available to teach on at least a regular basis for ECA.

At $3,500 regardless of grade, the ECA tuition is below that of the best private schools in the lower grades, says Rosett. The tuition gap widens in the upper grades, he adds. "We're basing tuition on anticipated operating expenses and what we believe to be a sufficient return to the private investors funding this effort."

In the two schools planned for Chicago this year (one in the downtown area and one in a suburb), ECA will admit children from pre-kindergarten through grade four. Grades five and six may be offered if demand is sufficient. The number of Chicago schools will be expanded in 1985, after which ECA will take its concept nationwide. A string of secondary schools is on the drawing boards for 1988 and beyond.

Rosett is confident that both parents and investors will rally to ECA's educational approach. "There are natural inefficiencies in any government-sponsored or not-for-profit school system that are hard to overcome," he explains. "We think private schools can overcome many of them. Public schools today are being asked to cope with social issues and to implement social goals. If they choose, private schools can decide not to adopt those goals. Many parents want a good education first and foremost and are not willing to sacrifice their children to social goals." ▷

The Creative Children's Academy in Arlington Heights, Illinois, places equal emphasis on academic subjects and the creative arts.

Helene Bartz, president of the Creative Children's Academy, says the private school is for intellectually and artistically talented children ages five through 14.

Creative Children's Academy

The Creative Children's Academy, Arlington Heights, Illinois, is a small private school for intellectually gifted/artistically talented children ages five through 14. Launched in September 1982, the school emphasizes individualized academic training and a wholistic (intellectual, physical and emotional) approach to gifted education.

The curriculum places equal emphasis on academic subjects and the creative arts, explains Helene Bartz, president. Courses in history, current events, foreign languages, language arts, science and math are balanced with offerings in music, art, dance and drama.

To round out the academy's wholistic philosophy, explains Bartz, a psychologist "lives" and works with students in their daily learning experiences. In addition, children participate in a physical education/health/nutrition program. Physical education classes stress skill-building rather than competition, says Bartz, while health instruction focuses on the body, its functions and diseases. All students must follow a nutrition program as well, while their parents attend nutrition classes led by a physician and accredited nutritionist.

The academy's goals since its inception, adds Bartz, have been threefold: (1) to provide a positive learning environment without the stress of negative peer pressure, (2) to afford children an opportunity to schedule their own day and thereby gain valuable training in making decisions, and (3) to offer an individualized academic program that not only is based on potential but also allows the freedom to develop artistic talent.

Conclusion

The public is becoming more aware of a mandate for excellence in education. The reports in the last issue of the *Midwest Talent Search Quarterly* that gave recommendations for improving the quality of education in the United States, are but one indication of this growing awareness.

What is the next step? Some states, schools and individuals, as outlined in this story, already are taking the step toward developing solid programs that will increase the excellence of education, in general, and increase the opportunities for gifted students, in particular. Although their initiatives and successes are commendable, more than a spattering of excellence is needed. Better educational programs across the board, across the country are essential.

In talking of the need for such a concerted effort, Joyce VanTassel-Baska, director of the Midwest Talent Search, disputed the claim that lack of money underlies the school districts' failure to identify and properly instruct their finest students. "The lack of money is merely a symptom. The major problem involves the philosophical belief that the exceptional student will somehow automatically take care of himself. This is not always the case," she said.

Leon Lederman, director of the Fermi Lab, adds: "The public schools, probably through no huge fault of their own have not addressed the needs of identification and instruction of our best students." Lederman says, "We need to create an academic environment whereby the best students are together in the classroom and can then challenge one another. Out of such an atmosphere comes your future leaders. All bright students—whether they're brilliant in math, English or art—must receive this kind of stimulation." □

Program Highlights

Query Reveals Need For Parent Programs

Studies continuously demonstrate that parenting practices affect a young person's academic and social growth. Much has been written about the positive results when parents are involved in their child's education, both formally at school and informally at home. Research on the parents of gifted children describe these adults as being more concerned about their children's academic and social development than other parents, and at the same time, less certain about how to rear that child than parents of other children.

Since all this is well-documented, one would expect that schools, districts and just about everyone with a program for gifted children would have something in place for educating the parents of these children. Such programs would help parents not only to understand their child's needs and potential, but also to apply unique approaches to learning and living that would benefit their child. However, this is not the case.

Indeed, it appears that programs for parents of gifted children appear on an irregular basis. Whether or not programs exist depends upon the interests of the schools or school districts, upon the interest of parents and upon the resources available at the local or state levels. To find out what programs exist for parents, the *Midwest Talent Search Quarterly* queried educators in three states: Indiana, Michigan and Ohio.

Indiana

Penny Kolloff of the Center for Global Futures at Burris reports that the center encourages parents to participate in school programs and to attend open houses. But no formal educational program for the parents of gifted children is provided. "Purdue University includes one or two sessions for parents during its Super Saturday program," Kolloff said. "There may be some districts that hold discussion meetings for parents. But on the whole, most of the programs for parents are not integrated into the gifted program of that particular school or district," she added.

Michigan

"The greatest frustration for parents comes when their child is identified as gifted and the local school district has absolutely no program available for gifted students."

Patricia Ford, consultant for the gifted and talented at the Kent Intermediate School District describes the district's gifted program as a cooperative effort between educators and parents. "It's the district's aim to help parents understand the education of gifted students," Ford said. "For example, our resource center is available to parents as well as to teachers. We continually work with the Kent County Association for the Gifted and the parent advocate group as well as provide speakers for their meetings and seek their advice on programs and curricula."

Significant changes are taking place in the area of gifted education because of parental influence. A co operative program was established for a group of seventh and eighth grade students, identified by the Midwest Talent Search. They are taking a math course at the local college; the district is underwriting part of the cost. Moreover, five new people, two full-time and three part-time, will be added to the staff of six already involved in gifted education."

Pamela Baker, consultant for the gifted and coordinator of the talent search for Wayne County, places the intermediate school district's efforts as somewhere between the formal and informal. "We present four evening seminars for parents of gifted students. Topics include such areas as enhancing self concept, creativity, and philosophy for children. In the spring, we also produce a booklet with information on the summer programs that are specifically for gifted children or appropriate for them."

Parents whose children participate in the Midwest Search project are also invited to attend special meetings at which the project is explained.

Like most consultants, Baker is aware of the uncertainties that parents of gifted children face, not only over how to raise and educate their children but also how to find out what is available for them. "The greatest frustration for parents comes when their child is identified as gifted and the local school district has absolutely no program available for gifted students," Baker said. "If we define education as a continuing process, then it is more than kindergarten through grade 12. It's our obligation to provide educational programs for adults in the community which would include education for the gifted."

According to Nancy Mincemoyer, Michigan consultant for the gifted, some parent groups in Wayne have been successful in reaching out, even to the larger community. Louise Townley, member of the Wayne County Advisory Board for Gifted, reports that the local community college provides enrichment after school and Saturday programs for gifted students as a result of parental efforts.

Ohio

"There are pockets of local school districts in which there is solid communication between the educators and the parents, but these are local efforts."

George Fichter, educational consultant on programs for the gifted for the Ohio department of education, describes the efforts to educate parents of the gifted as being primarily informal. "There are pockets of local school districts in which there is solid communication between the educators and the parents, but these are local efforts."

Fichter believes there are two kinds of parent advocates: the friendly ones whose children already are involved in a gifted program, and the angry parents whose children were identified as gifted but were never provided special programs by their local schools.

"We always lose the angry parents; there's hardly ever a way to bring them into the fold, because they feel so strongly that their children lost out. Thus, the effort is to intervene before they're angry," Fichter said. He describes his work on the Cincinnati conference for gifted at which 80 programs will be presented with no separate tracking recommendations for parents or teachers. In fact, even the name tags will be all the same color, so that parents do not feel that they are being singled out for examination.

"I believe we're moving in the right direction nationally," Fichter stated. "One of the members of the Coalition for the gifted is the Alliance of State Associations, which gives parent groups equal representation in the coalition with other groups. Too often, particularly in state organizations which include parents and educators, the professionals dominate the parents," Fichter said. It is his belief that much potential is lost when this happens. □

Adolescent Females Need Exposure To Science/Math Courses

Adolescent girls have poorer attitudes toward science, enroll less often in science courses, and achieve overall lower levels in science than boys the same age, according to a recently published report. With women comprising only 24 percent of science teachers, adolescent girls perceive science and math as masculine subjects. The result is that females take one-third less mathematics and one-half less science than their male counterparts.

June Kahle of Purdue University reports also that the most significant personal factor in females is their difficulty to grasp spatial visualization. Once believed to be due to slower developmental patterns, research indicates that females just need more exposure to courses that develop three-dimensional abilities to perform equally with males.

The science classroom, reports Kahle, is the best place to prepare females for a science vocation. By creating classroom experiences that allow girls to obtain the same kind of education as boys, girls can overcome their inexperience with science instruments and materials.

For a copy of the research report write: Carolina Biological Supply Company, Burlington, North Carolina 27215.

Education Gets Big Boost From Computer Technology

Student Programs Win Awards

Good educational software inspires students to think, to experiment and to solve problems—not just to punch in correct answers. Thirty-five programs recently received awards for excellence by the 1983 Learning Computer Software Awards panel. Elementary, junior high and high school level software in all subject areas, plus computer literacy and general problem solving were examined. In addition to requiring critical thinking from student users, winning entries scored high in effective use of computer capability, educational value, ease of use, motivation and encouragement, student involvement and freedom from bias or violence. Of the 35 winners, 30 had versions compatible with Apple hardware, nine with Atari.

A description of the winning entries, along with grade level, judges' comments, name of producer, hardware requirements, format and price appeared in: the December issue of *Learning* and *Curriculum Product Review*, the January issue of *Classroom Computer Learning*, and the winter issue of *Educational Dealer*.

Computer Projects Outlined

Two computer projects developed with the National Diffusion Network include:

1. *Utilizing Computer-Assisted Instruction In Teaching Secondary Mathematics*. This is an integrated curriculum using computer activities and traditional instruction. The program is appropriate for gifted students at the junior high level. Project materials consist of 44 teaching units in algebra I and II, geometry, trigonometry, calculus and applied mathematics, with computer programs as the core of each unit. A fee of $100 is charged for teachers' manual and computer programs. Training costs are negotiable based on the number of participants and sessions.

Contact: Jack Detalvo, District Supervisor of Instruction, Asbury Park Board of Education, 1506 Park Avenue., Asbury Park, New Jersey 07712 (201) 774-0888.

2. Computeronics. This is a 35-40 hour course in programming, problem solving and computer literacy that is geared to gifted students in grades six and seven. The materials easily can be adapted to a variety of systems. Training costs for the project depend on time and location.

For information contact: Shirley Menedez, Illinois Statewide Facilitator, 1105 E. Fifth Street, Metropolis, Illinois 62960 (618) 524-2664.

Computer Primer Written

Chip and Corey, two cartoon characters, take the reader on the journey through *The Computer Primer: A Complete Guide for Gifted Beginners* by Ann Cavanaugh. Chapter headings of the 481 pages include the history and types of computers, the uses and parts of computers, binary bypass, computer circuitry, flow charting, programming in BASIC, BASIC dialects, computer ethics, computer careers, program potpourri and a glossary of special terms. The material is simple enough for a beginner regardless of age. This is an excellent resource for parents and teachers.

Source: Trillium Press, Post Office Box 921, New York, New York 10159, $12.95.

Members of computer clubs in elementary and secondary schools can compete with their peers in contests sponsored by Apple Computers. Clubs are judged for their work in service-related projects or other club activities. Elementary and secondary levels are judged separately.

For information write: Apple Computer Clubs, Box 948, Lowell, Massachusetts 01853 (617) 452-9979.

Microcomputers Explained

Microcomputers: A Planning and Implementation Guide for Librarians and Information Professionals provides current and useful information on how to select and manage microcomputer equipment and programs. Robert Walton, who conducts workshops on library automation, presents the fundamental concepts and practices necessary for users to acquire and use their first microcomputer system. He also shows how to make an existing system more reliable and useful.

Source: The Oryx Press, 2214 North Central, Phoenix, Arizona 85004, $18.00.

Filmstrips Teach How To Think

Thinking Things Through: Solving Problems/Making Decisions, is a series of eight cassettes and eight filmstrips designed to develop thinking skills by leading students through the thinking process. Using the approaches and techniques applied in science and industry, such topics as scientific method, finding facts and assigning priorities, planning and organizing activities, group decision-making, achieving consensus and compromise and understanding values are dealt with using real-life examples.

Source: Educational Audio Visual Incorporated, Pleasantville, New York 10570 $221.00.

Industrial Surplus Is Boon To Schools

An aversion to waste was the motivation behind establishing an organization to collect industrial surplus and to distribute it nationwide to non-profit institutions, primarily schools and colleges. The National Association for the Exchange of Industrial Resources (NAEIR), located in Northfield, Illinois, was founded by Norbert Smith in 1976.

Smith, a former manufacturing executive, commented that literally millions of dollars' worth of equipment and materials are thrown away because of model changes, upgrading equipment and mistakes. NAEIR was created when Smith realized that there was a market for this discarded excess.

The exchange started out small, one of its first successes being an expensive gas chromatograph for Loyola University School of Medicine given by Monsanto. Today, 2500 members have paid an annual fee of $350 to cover the administrative cost of collecting the goods and providing members with an update of what is available.

The donated supplies by individuals and businesses are tax deductible and include everything from paper products and office equipment to laboratory supplies and parachutes. When institutions compete for the same material or tool, a lottery is instituted like the one created for the 1200 schools that requested a copying machine. The association does not pay to ship the supplies, but some companies agree to deliver their gifts directly to the receiving institution.

"There are no salespeople on staff. Membership has grown by word of mouth from satisfied customers," Smith said.

Write: NAEIR, 540 Frontage Road, Northfield, Illinois 60093.

New Network Strives to Enhance Arts in School

Educators representing an increasing number of schools that specialize in the performing and visual arts have established the new Network of Performing and Visual Arts Schools. Representing both public and private institutions, the membership schools includes residential schools, nonresidential arts and academic schools, nonresidential arts-only schools, summer residential schools of the arts and such specialized programs as those for the theatre. The network is expected to have a positive impact not only on art education programs but also on establishing the value of art education at all levels.

For information: Duke Ellington School for the Arts, 35th and R Streets, Northwest Washington, District of Columbia 20007.

Center Houses Consortium

The University of Oregon has opened the Center for Advanced Technology in Education. The center is a consortium of university, community and state organizations. It brings under one roof the ERIC Clearinghouse on Educational Management, the International Council for Computers in Education, an instructional technology laboratory, a career information system and a microcomputer training center.

For information contact: Center for Advance Technology in Education, The University of Oregon, Eugene, Oregon 97403. ▷

Information Capsules continued

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The Midwest Talent Search Quarterly encourages the duplication for educational purposes of any material covered in its issues.

Books

The Trillium Press in New York has published several publications helpful to parents and teachers of gifted children.

The Dictionary of Gifted, Talented, & Creative Educational Terms by Mary Frasier and Jo Ann Carland provides explanations and examples of the major terms used in the field of gifted education. The book contains appendices on tests frequently used to identify children for gifted programs as well as brief descriptions of major associations and journals in the field.

Future Studies: Personal and Global Possibilities by Charles Whaley is a high school curriculum suited for the gifted. In Section I, Whaley defines global futures and explains the curricular approach to studying the future. The brief Sections II and III describe the need for studying the future and explain forecasting. Section V focuses on such research tools as future wheels, trend analysis and the Delphi technique. Some 20 additional pages illustrate activities and possibilities for scenarios and discussion. The book is well organized and easy to read. Parents not only should find it informative, but also see its use as a resource for conversational topics and/or family games. Teachers will want to include the book among their references.

One of the intended uses of the book, *Philosophy for Young Thinkers* by Joseph Hester, Philip Vincent, Richard Stahl and Robert Stahl, is to provide a source for teachers of gifted students. The activities blend philosophical problems, thinking skills and values analysis into one format. Teachers should find the guidelines for K-12 divided into skills and concepts particularly useful. The authors' repeated purpose is that this book is to be used as a guide and that it is the teacher who must engender motivation and creativity from the students. This is a useful book for parents, who will find it informative.

Leadership Education: Developing Skills for Youth by William Richardson and John Feldhusen is designed to provide the basic skills needed by youth in leadership education programs. Topics include the nature and results of leadership education, leadership from a group member and from an organizational perspective. Chapters provide enough information to master chapter objectives, including activities for students to practice.

Leadership Unit: The Use of Teacher-Scholar Teams to Develop Units for the Gifted by James Gallagher et al is the first in a series of curriculum units developed at the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill. The book presents a structured unit with 20 activities to introduce fifth and sixth graders to the concept of leadership and to the scientific techniques for analyzing leadership.

For information write: Trillium Press, Box 921, New York, New York 10159.

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A publication for parents and educators of academically talented students

Midwest Talent Search Quarterly

of Northwestern University

Volume II, Issue 3 Summer, 1984

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News

Awards Ceremony Honors MTS Regional Finalists

Photo by Randy Lee Belice

Christina Dinklocker (far right), Midwest Talent Search Advisory Board member, talks with the Novick Family (from left) Rebecca who is a regional finalist, and her mother, Kerry (see page 4 for photo highlights).

MTS Summer Program Expands

The Midwest Talent Search (MTS) Project's 1984 summer program will apply the same winning formula that has proven successful in past years. But there also will be a few changes in this accelerated learning experience for the gifted.

Instead of one three-week session, this year's program features two sessions: June 24-July 14 and July 22-August 11. Academically talented youngsters between the ages of 11 and 14 who scored 400 or better on the verbal and math SATs now can enroll in as many as two fast-paced courses.

The curriculum also has been expanded to include an introduction to Greek. Students who take the course not only will learn the basic grammar and vocabulary of Attic Greek, but also will delve into classical Athenian culture. Class discussions on Greek drama and government, sculpture, architecture, and vase painting will complement the ongoing language study.

As in summers past, talented junior high school students can choose from popular MTS mainstays in the humanities, sciences, and math. Precalculus math and Latin I/II again will be offered. Three sciences—geology, biology, and chemistry—are included in the curriculum. If polishing English and writing skills is uppermost on students' lists, they can choose between expository writing and literary analysis.

Another course, American Studies, combines the disciplines of literature and history in one three-week period. The course focuses on building a foundation of factual, historical knowledge for critical thinking and identifying historical and literary styles to sharpen analytical skills.

Despite some changes, the program's goals remain the same. Academically superior students are challenged to achieve greater proficiency in the pre-college summer program, then move on to higher levels of course work in their local schools. Class size is held to 15 or 20. Instruction proceeds at a rate commensurate with students' ability under the guidance of a faculty composed of Northwestern University professors, graduate students, and specially qualified public and private school teachers.

The summer program also allows for a proper balance between academic and social life. Youngsters can avail themselves of a number of supervised activities, including softball, basketball, arts and crafts, swimming in Lake Michigan, dances, movies, and trips to museums and downtown Chicago. Because all MTS residential students live in dorms on campus, they also get a chance to strengthen friendships begun in the classroom and form new ones outside it.

A typical day in the MTS summer program begins with breakfast at 7:30 a.m. Classes start at 8:30 and run to 11:30; then students break for lunch, followed by two more hours of classes. Students enjoy free time until dinner at 5. Evenings often include academic enrichment seminars on topics such as astronomy, debate, journalism, applied mathematics and technology, and theatre/fine arts. Then, a study hall is held in the dorms from 9 to 10, after which students turn in.

When students leave the Northwestern campus after completing the summer session, MTS staff continue their information exchange with local schools. Staff members send an evaluation and recommendation for future course work not only to each student, but also to a designated school officer to encourage appropriate placement and/or credit for summer work.

Parents' can schedule an advisory session for the last day of the MTS program. At that time, they have an opportunity to discuss progress as well as long-range educational and vocational planning with the instructor. Parents also receive a detailed written evaluation. □

Parents, Schools Grade the Summer Program

The results of recent questionnaires sent to parents and school personnel showed that the Midwest Talent Search (MTS) summer program is on target. The feedback also highlighted areas where improvement or change could enhance the program.

More than 90 percent of the parents of 1983 summer students rated the experience as beneficial to academic development, as providing good social interaction among peers, and increasing students' confidence in their academic abilities. Most parents (77 percent) gave program instructors high marks, while more than 60 percent cited development of good study skills and greater motivation in school as prime benefits.

Half of the parents responding said local schools made special provisions for students based on summer program participation. Among those provisions: 32 percent of the students were placed at the appropriate level in the content area, 26 percent were enrolled in a special honors or accelerated program, 19 percent received school credit for the summer course, and 12 percent were granted independent study opportunities in the content area. □

"By defining roles and placing primary responsibility on the master teacher — a generalist — we should insure that the total makeup of the child . . . is the primary focus."

Educators Explore Talent Development

The 150 educators who attended the third annual Midwest Talent Search (MTS) Symposium on Academic Talent Development heard several distinguished speakers present curriculum and instructional models.

Keynoter James J. Gallagher, PhD, discussed the importance of content-based curricula and proposed a topology of curricula for the gifted. The topology gives school districts maximum flexibility in tailoring curricula to local needs and resources, said Gallagher, who is president of the World Council for the Gifted and Talented and director of the Frank Porter Graham Child Development Center, University of North Carolina. (Gallagher's in-depth views on curriculum development appeared in the spring, 1984 *Midwest Talent Search Quarterly.*)

Like Gallagher's topology, the "enrichment matrix" presented by speaker Abraham Tannenbaum, PhD, professor of education, Teachers College, Columbia University, has built-in flexibility. Said Tannenbaum, "I have tried to make room for all forms of enrichment as a means of stressing that the gifted differ among themselves at least as much as they differ from the non-gifted."

In Tannenbaum's matrix, "enrichment" encompasses in-depth studies of the basics as well as a variety of course offerings to "help potential 'Renaissance people' fulfill themselves." To the conventional disciplines of math, science, social studies, English, and the like, Tannenbaum added supplemental courses (cultural anthropology, geopolitics, telecommunications) and interdisciplinary courses (humanities and aesthetics, for example).

Tannenbaum also outlined six ways of adjusting curricular content for the gifted. Teachers can telescope the regular program sequence into a shorter time. Or they can expand basic skills and concepts to prepare students for important original work.

"For example, those with unusual sensitivity to language structure can benefit from an introduction to linguistics and general semantics. And children with extraordinary reading comprehension and sensitivity to symbolism in language deserve to be taught the elements of literary criticism," Tannenbaum said.

In addition, conventional curricula can be augmented in several ways, Tannenbaum explained. A study of folk tales as literature could be supplemented by cross-cultural comparisons of their content. A study of European policy toward the Union and Confederacy could be added to an examination of the causes of the Civil War.

Beyond school walls lie opportunities to supplement in-class resources, said Tannenbaum. Gifted children who apprentice with top performers at their place of work, for example, gain a realistic view of different occupations. "The child who assists a research scientist engaged in a long-term project begins to see what it means to delay gratification," explained Tannenbaum, "and perhaps tolerate frustration if the research hypotheses are not confirmed."

John Corbally, PhD, president and director of the MacArthur Foundation, proposed a model not for curriculum development, but for instructional staffing. The model is grounded in Corbally's belief that the teaching profession lacks the differentiation that is typical of other professions and that teachers should be rewarded better by society.

Instead of reducing class size, Corbally would increase it. "I believe that a properly staffed professional teacher could be responsible for at least 100 students," he said, "and could be coordinator and provider of professional services *par excellence*. The teacher—who would be employed on a full-year basis and would be paid two or three times what we pay teachers today—would have on call all kinds of specialists to deal with the specific talents and needs of the students for whom the teacher is responsible."

Corbally's model was designed to keep the gifted within the mainstream of the school's curriculum. "We must recognize that few, if any, human beings are universally talented. To attempt to create a general program for talented people is, in my view, a mistake," he said.

The benefits of his model, according to Corbally, can be likened to those of the medical hierarchy. "My model puts a generalist in charge rather than a specialist. I want my internist to tell me when I might need a cardiologist, but I want the internist in charge. By defining roles and placing primary responsibility on the master teacher—a generalist—we should insure that the total makeup of the child, rather than one or two special talents, is the primary focus." □

Families, Friends, Gather to Recognize Top Scorers

Some 680 students, family, friends, and faculty, gathered June 3 at Northwestern University to honor students throughout the midwest who were top scorers on the Scholastic Aptitude Test. The awards ceremony, sponsored by the Midwest Talent Search (MTS), featured Zalman Usiskin, PhD, University of Chicago, as the keynote speaker whose topic was "Grabbing Knowledge." Recipients of MTS scholarships were: David Maletsky, Solon, Ohio; Thomas Wagner, Northfield, Illinois, and John Woo, Solon, Ohio.

During the reception before the ceremony, Mr. and Mrs. Gene Haller (right) and son Merrick, of Hobart, Indiana, take time for refreshments. Merrick was one of the regional finalists.

The reception before the awards ceremony was a happy time together for the Lorch family (from left Jacob; his father, Stephen; brother, David; his mother, Harriet, and sister, Elisa. Jacob was a regional finalist.

The keynote address, entitled "Grabbing Knowledge," was delivered by Zalman Usiskin, PhD, professor of mathematics at the University of Chicago.

Checking out his new Midwest Talent Search shirt is Matthew Delong and his mother Connie, both of whom are from New Haven, Indiana.

Joyce VanTassel-Baska, director, Midwest Talent Search, congratulates one of the regional finalists.

All photographs by Randy Lee Reiker

Marshall School Applies Varied Support Techniques

Local schools enhance and supplement student participation in the Midwest Talent Search (MTS) Project in many ways. At Marshall Middle School, Marshall, Michigan, involvement begins with two group sessions before students take the Scholastic Aptitude Tests (SATs).

One session is led by a local psychologist, who discusses standardized testing and teaches relaxation techniques. In a second session simulating test conditions, the SAT practice test is administered, corrected, and scored.

After students actually take the SATs, counselor Georgia Marsh meets with them individually to interpret scores, using the MTS charts suggesting curriculum and counseling strategies. The information is relayed to parents during parent-teacher conference in March.

In April, all students participating in the MTS Project are invited to the countywide recognition program. During the ceremony, certificates are awarded and information on summer learning opportunities is distributed to both students and parents. At the honors assembly capping the academic year in June, Marsh also presents MTS certificates and ribbons to the students.

In May, a meeting is called at Marshall to help coordinate applications for summer programs, arranging car-pooling, and other details. Students who return to Marshall for another year following an accelerated summer program meet again with Marsh to discuss their experience. Marsh also makes sure the names of MTS students are sent to their high school counselors.

Marshall School also may open its "Peer Program" to MTS Project students. The program nurtures potential leaders by developing communications, listening, and other skills. □

Other school districts that supplement and enrich the MTS experience for students locally are encouraged to send that information to the *Midwest Talent Search Quarterly* editor.

Legislative News

New Bill Would Improve Opportunities For Gifted

Congressman Austin J. Murphy, chairman of the House Subcommittee on Select Education, introduced the Education for Gifted and Talented Children and Youth Improvement Act of 1984 late this April.

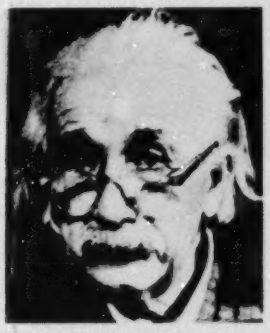
According to Murphy, "The legislation . . . will provide the limited federal role recommended by the Commission on Excellence in Education to improve educational opportunities for the gifted and talented youth of our nation. This bill creates a partnership between business, industry, government, higher education, and state and local educational agencies. By creating a positive working relationship between business and education, we can address the needs of the gifted and talented."

Examples of cooperation listed by Murphy include IBM, Alcoa and Westinghouse Nuclear, who work with schools to upgrade teaching skills and to improve the technical skills of gifted youth in western Pennsylvania. □

Bill Proposes Budget Increase For NSF

Precollegiate mathematics and science education programs would receive $54 million in fiscal 1985 under a National Science Foundation (NSF) reauthorization bill passed by the House in late April and the Senate Labor and Human Resources Committee in May. In all, NSF would receive $1.56 billion under bill, HR 4974, or about $58 million more than President Reagan requested. Most of the increase is slated for a new scientific computing program; the amount earmarked for elementary and secondary education programs would remain at its current level. The Senate committee also approved amendments to increase funding for programs designed to encourage women and minorities in science and mathematics. □

Tomorrow's Challenge Is At Hand: Who Will Lead?



Albert Einstein

"To lead in the sciences of mathematics and physics, for example, Albert Einstein required unusually high intellectual skills."

What does it mean to lead, and who leads? Leadership means to show the way, to go or be first, to be ahead of others. It seems simple enough.

Ghandi, Albert Schweitzer, Albert Einstein, General Dwight D. Eisenhower, Martin Luther King Jr., Madame Curie, Eleanor Roosevelt—all were leaders. Jesus Christ was a leader. But so were Adolf Hitler, Josef Stalin, Benito Mussolini.

In asking, "What makes a leader?", we must ask also what makes the leader a positive rather than a negative force on society. This line of questioning is apt, given that leaders shape society. Our vision—how we think of ourselves, how we fulfill our promise as a society—is interpreted, spoken and shown by our leaders. The quality of their leadership affects the quality of life for us all.

Ours is a society that shuns illiteracy. So, methodically we teach children reading, writing, arithmetic, and advanced course work as they mature intellectually. Strange then, that with our quality of life at stake, we virtually ignore the issue of teaching youngsters how to lead. We ignore it, despite the inevitability that no matter how well or poorly prepared they are, some will grow up with the responsibility for leading.

In this issue of the Midwest Talent Search Quarterly, *we have interviewed David E. Wiley, PhD, for his views on leadership. He says, "We have a dearth of good leadership today." He cites many probable causes—the lack of stability in our society caused by the divorce rate; the economy, and the breakdown of the political party system. We are advancing another reason: the scant attention directed toward defining leadership or to teaching children how to lead.*

To be fair, our special section on leadership reveals a difference of opinion over how and even if leaders can be trained. These differences do not weaken but rather invigorate the need to explore the issue of leadership.

Defining Leadership

It is hard to define leadership. In the special section on leadership, William Huckaby and Harry Sperling, co-authors of an article that cautions against rushing into leadership training, cite a study that documents 130 definitions of leadership.

Even if we had a definition of leadership that were endorsed universally, we still would have to define the kind of leader. To lead in the sciences of mathematics and physics, for example, Albert Einstein required unusually high intellectual skills. But a leader like Martin Luther King Jr., although bright, needs to impassion masses of people to an ideal and a course of action. The education, training and experience vary by whether or not the leader represents the political, social, academic, artistic, or sports domains.

There is the problem, too, that some traits of leadership can be taught much more easily and predictably than others. The skills of problem-solving, evaluation, planning, and organizing, for example, are readily taught. But empathy for the human condition may not be instilled as easily.

A Course of Action

What can be done? We believe there are several types of experiences that will promote skills in leadership. For example, students can be given an understanding of the moral and ethical considerations involved in making decisions. The scientists who worked to develop the atomic bomb illustrate this point. Many have had grave misgivings and some have involved themselves actively in promoting peace.

Second, young people need opportunities to serve under mentors or in internships with adult leaders. John Bensen, coach of the mathletes (see profile), is a mentor for his students. In sports, Poncho Segura was a mentor for tennis star, Jimmy Connors.

Third, students would benefit from situations that simulate the dilemmas that leaders face. Corporations through their management training seminars give rising, young executives practice in making decisions and dealing with consequences.

Fourth, by posing realistic problems, many classrooms now give students the chance to develop problem-finding and problem-solving skills.

Finally, course work should be broad enough to give students breadth as well as depth of knowledge. In his interview, Wiley emphasizes the importance of the social sciences (history, social studies, anthropology) in broadening a student's understanding of the society in which he or she lives and, some day, may lead.

James Gallagher, PhD, when asked about leadership in the spring issue of the Midwest Talent Search Quarterly, *said, "Practice makes perfect. Just as one has to practice tennis, one also has to work at leadership to develop skills."*

We pose this question. If leadership has not been defined effectively and we are not wholeheartedly giving students the chance to practice their skills, who will lead and how? □

Wiley Lists 'Desire For Change' Among Key Traits of Leadership

David E. Wiley, PhD

There are many questions to ask about leadership, but no easy answers. For insights into what leadership is, who leads, and whether or not students can be trained to lead, the *Midwest Talent Search Quarterly* interviewed David E. Wiley, PhD.

Wiley is professor of education and dean of the School of Education at Northwestern University. He received his undergraduate degree in mathematics at San Diego State College followed by an MS degree in statistics and a PhD in educational psychology at the University of Wisconsin. He was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford, California.

Q: How do you define leadership?

A: I would not define the term but instead would give some characteristics of leaders. First, one has to want change. Second, one needs a broad rather than a narrow perspective so that there is a sense of the whole. Third, one needs an understanding of how social institutions work. Fourth, one must be able to plan—to think toward the future and to set long rather than short-term goals. Someone with these characteristics can be an effective leader.

Q: How does one develop that desire for change?

A: The commitment to change the world comes not initially from the educational background, but from the home. Some children are raised in an environment where it is everyone's responsibility to lead. Youngsters see this in their parents and are rewarded when they take on these roles with their peers.

Schools either can encourage or discourage this process. As an example, debate always has been identified as a good training ground for leadership. In fact, debate is often the only opportunity students in secondary school have to persuade others. The debating experience also gives faculty the chance to reinforce positive attitudes toward taking on leadership responsibilities and building the verbal skills needed to fulfill them.

Q: How does one acquire the broad perspective that you mentioned earlier?

A: There are concert pianists who form role models for young pianists, but none who fill central roles as leaders of society. Any discipline that requires hours of highly specific and technical training from a young age and that does not encourage breadth of knowledge and perspective is a pathway that leads away from leadership. Mathematics is another example of such a profession. Abilities are focused not on developing interpersonal skills and breadth of perspective, but on making an abstract contribution. Whereas mathematicians make unique and irreplaceable contributions to knowledge, the way mathematicians are trained is surely a blueprint of how not to train leaders.

Building skills for leadership means exposure to and proficiency in wide areas of knowledge. One should strive to keep his or her abilities more evenly matched and on as high a level as possible. One reason so many people aspire to go to Harvard College, for example, is because of its effectiveness as a training ground for leadership. First, it offers a broad curriculum. Second, the faculty and the instructional support staff reinforce that breadth and allow intensive personal contact with students. Finally, students are with others who will be leaders, so they learn to interact with people with similar goals.

The pathway toward becoming a leader means keeping that broad perspective and not specializing until very late in the educational career. One traditional path then is through law and the best law schools maintain that breadth. There is the classic example of someone coming out of law school and requiring special intensive coursework to pass the bar examination.

Q: How does one become familiar with how social institutions work, a characteristic you say is important to leadership?

A: Although the traditional routes were through the humanities i.e. the classics, now the social sciences are the key to learning about how social institutions work. Among ▷

these are history, economics, sociology, anthropology. The point is not to major in a particular department, but to gain a perspective and a framework for understanding society.

Q: Can you educate for leadership or must it be experienced?
A: You can educate for leadership, but preparing for it is such a long process that students will have left school long before they can make their contributions. Generally, society's leaders range in age from 40 to 60, even into their 80's, with the prime time for leadership in the 50's and 60's.

Leadership is a long road. What people call experience is really practice and apprenticeship. The school supports a path toward leadership, but leadership cannot develop without experience.

Q: What part does ability or giftedness play in the criteria for being a leader?
A: One needs extreme abilities to be a creative research mathematician. Similarly, one needs great ability to be a Winston Churchill or a Franklin Delano Roosevelt, but the balance of these abilities will be different. Not all of the abilities for a leader are intellectual, whereas for a mathematician, they are almost exclusively intellectual. Nevertheless, to be an exceptional leader, one has to be very intelligent.

The difficulty comes in identifying who the leaders will be. Only a small portion of the people who lead in school will lead in society. There are so many stages of development between childhood when a student may first show signs of leadership, and middle age when he or she may first emerge as a leader. The problem is how to identify the child, who has yet to accumulate challenges, successes and failures which will mold, test and ready that child for leadership during middle age.

It is easier to identify children who are likely to be gifted mathematicians, because the contributions are made earlier—in the 20's. The mathematician's pathway toward achievement is shorter, more focused and, therefore, more predictable.

Q: Are there pitfalls in a society that reveres youth, given the fact that the leaders typically are older?
A: Although the worlds of sports and entertainment honor youth, no one wants Michael Jackson to be President or a 25-year-old to head a major corporation. When the founding fathers wrote the Constitution, they stipulated that no one could be President until age 35, and there has been no movement to change that.

Q: What part do ethics play in grooming a leader?
A: Years ago there were two requirements for being a teacher. One was intellectual and the other was moral. The same kind of screening goes on today. In the political area, for example, you can bar access by voting. It is diagnostic of society's health if it can screen out the unethical leaders at lower levels.

Even with the ability to enjoy a quick rise to prominence due to the power of the mass media, there is a similar opportunity for quick, mass exposure of questionable behavior. Even in the presidential primaries, one of the issues surrounding Gary Hart was his motivation for changing his name.

The question of tested moral worth is in part that of building a solid record of worthwhile successes. As one progresses toward leadership, the people along the way provide a network of good reputation that is unavailable to the shallow person. The key moral issue is the distinction between *good* leadership and effective leadership.

Q: How do you rate the quality of leadership today?
A: We have a dearth of good leadership. Even effective leadership is rare. Politically, it is because the party structure has broken down, giving us fewer ways of grooming political leaders. Similarly, the instability of the economy over the past 20 years has short-circuited corporate leaders, who have directed their efforts at immediate rather than long-term planning.

Basically, people in their 50's form the pool from which most leaders will emerge. We need to ask if the people in that pool have less talent as leaders. For the most part, the pool has not changed much. We are not in England's former position where a whole generation was decimated in World War I. However, we may have even more problems in the future. Fewer children are being raised in stable, supportive family settings. We may have severe setbacks in home background due, in part, to the increase in single parent families. There are failures in the educational system as well. A lower quality teaching force has produced a subsequent drop in standards and expectations of students.

Whenever the world undergoes a disruptive period, which we are experiencing now, the stabilizing forces tend to fragment. So there may be many forces undermining society's ability to produce good leaders. On the other hand, the greater difficulties in post-school life may result in more stringent testing and selection of future leaders. □

Training for Leadership: The Gifted in a Social Context

Abraham Lincoln

"Extraordinary leaders . . . generate brilliant ideas and plans."

Many educators dismiss the old saying that "leaders are born." Instead, they embrace the belief that future leaders can be nurtured and leadership skills both taught and learned.

To educators of gifted students in particular, many of their talented students have the rudimentary qualities and abilities associated with the potential to be leaders. Paul Plowman, gifted and talented education consultant, California State Department of Education, identified some of these abilities as: (1) using facts in new ways, (2) relating the seemingly unrelatable, (3) producing creative, valid solutions and "products" for the betterment of society, (4) overcoming supposedly insurmountable obstacles, and (5) moving organizations and groups toward agreed-upon goals.

Plowman distinguishes between ordinary and exceptional leaders. Leaders in general, he explains, get others to act, usually to perform specific short-term objectives. "Extraordinary leaders are persons who get others to resolve complex situations and problems and to attain long-range goals. They generate brilliant ideas and plans," Plowman says.

He adds, "The extraordinary leader uses expertise from a number of sources, discovers and develops latent capabilities of followers, ferrets out the real problem from a host of apparent problems, and is quick to communicate solutions. At times, this type of leader organizes work and solves problems in ways that seem bizarre, but which eventually result in greater achievement than with traditional methods."

A training program to develop and refine leadership skills must be multi-faceted. Both cognitive (knowledge-based) and affective (personality or social) skills should be included, says Plowman.

In the cognitive area, trainers should cultivate organizational skills, decision-making abilities based on problem-solving, deductive reasoning, inquiry, time management, and motivational techniques. Affective skills should be developed in the areas of communication, group dynamics, and effective listening.

Identifying Skills

Plowman describes the process one group of educators used to identify the skills for leadership training. The educators first listed 16 leadership traits: assertive decision-maker, altruistic, persuasive/innovative, sensitive to others' needs, a facilitator, goal-oriented, strong communication skills, integrity, organizational ability, resourcefulness, risk-taker, charismatic, competent or knowledgeable, persistent, responsible, and creative.

They then translated these traits into competencies, or identifiable behaviors that could be rated, measured, and tabulated. The educators grouped skills into cognitive, personal, and interpersonal categories:

Cognitive Skills

1. Figures out what is wrong; shows others how to solve problems.
2. Handles abstract ideas and sees a broad perspective; sees the whole while others focus on the parts.
3. Plans and follows through.
4. Projects into the future, seeing consequences of decisions.

Personal Skills

1. Gauges appropriateness of decisions, directions, or suggestions and timing for them.
2. Copes with unpleasantness.

Interpersonal Skills

1. Listens to, observes, and recognizes the skills and abilities of others.
2. Interacts with others easily and has the ability to inspire confidence in others.
3. Perceives and articulates unstated feelings and recognizes and states goals, problems, ideas, and interests of the group.
4. Follows well.
5. Supports members of the group, accepts responsibility, and is able to determine appropriate behavior.
6. Organizes others, directs activities, delegates responsibilities, stimulates actions, and establishes the mood of the group.

A good way to begin a leadership training course, according to Plowman, is to impress on gifted youngsters how important the acquisition of a thorough base of knowledge is to gaining respect and authority in others' eyes. A logical next step is for the gifted to gain skill in applying their understanding of human behavior to the demands of daily work. Students need to learn how to help followers comprehend missions, tasks, and expectancies. ▷

Martin Luther King, Jr.

"The hallmark of a true leader is his or her ability to choose a direction and for others to follow."

Adolf Hitler

"Without a consideration of cultural, political, corporate, and human values, amoral power can become the primary motivation."

They should become more aware, too, of followers' needs and of factors that hinder and enhance group efforts.

Analysis, synthesis, and other skills figure prominently in any curriculum for leadership development. Potential leaders should get sufficient practice in analyzing components of problems, explains Plowman, and in synthesizing a mass of data into coherent action plans. Predictive skills also are essential if leaders are to evaluate alternative strategies and select the best one. Gifted youngsters also need to be exposed to techniques for bringing about change in political, social, economic, and other institutions.

Besides incorporating these skills, leadership training programs must be future-oriented, according to Bryan Lindsay, University of South Carolina at Spartasburg. The hallmark of a true leader, explains Lindsay, is his or her ability to choose a direction and for others to follow. Instead of constantly struggling to cope, react, and survive, and being unable to see beyond the crisis of the moment, leaders pursue a "quest."

In his 1981 article, "The Prometheus Perplex: Leadership Giftedness and Future Studies," Lindsay defines questing in this way: "Questing requires a sense of purpose, a sense of direction. Not only must they (leaders) know the way, they must be able to show the way. Their being in the quest becomes a model for our being in the quest."

Designing A Curriculum

A curriculum designed to nurture an awareness of the future, or what Lindsay calls "the Promethean mentality," has these salient characteristics:

1. It is broad-based and multifaceted, not specialized. The emphasis is on interrelating disciplines. On a more pragmatic level, Lindsay points out that business and industry continue to recruit broadly educated generalists for key leadership positions in managerial and executive ranks.

Lindsay recommends *Star Sight: Visions of the Future* by Patricia Wallace Garlan and Maryjane Dunstan as a primer for developing a well-rounded futures curriculum. In their book, Garlan and Dunstan choose what they consider are the best writers in three different, yet complementary, categories. One group, the Prometheans, who exemplify faith in science, technology, logic, prediction, and control, includes B.F. Skinner, Buckminster Fuller, Hal Aigner, and Ivan Illich.

The authors define two other groups as follows: the Proteans, who believe in personal transformation in a universe characterized by constant change (James Joyce, Richard Wilbur, Anais Nin, for example); and the Sisypheans, who affirm personal wholeness, reconciliation of opposites, and transcendence (Albert Camus, Ted Rosenthal, Rollo May).

2. It is topical. Courses in future studies address particular problems, like the nature of the good life, technology and human values, death and dying, medicine and morality, and the future of the city.

3. It is process-oriented. "Future studies should avoid being concerned with product," says Lindsay, "because product is what we already are as the result of what we were struggling to become. By focusing on becoming, we come to understand that the future is the process."

4. It focuses on values. Lindsay defines values as commitments that significantly shape behavior. Without a consideration of cultural, political, corporate, and human values, Lindsay says, amoral power can become the primary motivation. He cites the Vietnam War and Watergate as examples of a national crisis in values. "We realized that in our rush for technological and economic supremacy in the world, we had overlooked a most crucial aspect of education, the realm of human value," he says.

Now that society has reinstated the "value of values" and raised a cry over the "leadership void" in foreign affairs, the economy, and elsewhere, educators have a virtual mandate to make leadership training a high priority.

Society has traditionally held educators responsible for imparting the skills and information children need to function productively as adults and society needs to achieve its ends. Thus, teachers of the gifted cannot concentrate exclusively on enhancing students' personal development to the exclusion of grooming them for important leadership roles. Educators' twin goals should be to guide the academically able in developing their abilities to the fullest and in serving their fellow citizens with those exceptional talents. □

Are You A Good Leader: As a Parent? As a Teacher?

If you are an exceptional leader, you probably follow most of these rules of conduct:

1. Make people you work with *want* to do things?
2. Are a good listener.
3. Praise in public.
4. Give credit where credit is due.
5. Are consistent.
6. Admit your own mistakes.
7. Are considerate.
8. Criticize or reprove constructively and in private.
9. Provide direction without appearing to "take over."
10. Withstand pressure and maintain independence in judgments.

Five key ingredients which signify leadership ability in adults are:

1. *Compelling vision:* The understanding of key goals and the ability to translate that vision into reality.
2. *Power:* The capacity to mobilize resources to get things done. Powerful people tend not to be autocratic; they are sensitive, compassionate, and empowering.
3. *Authenticity:* Effective leaders exemplify the highest values of the organization they represent.
4. *Entrepreneurship/Creativity:* The ability to anticipate events and take risks. Leaders peer into the middle distance and see the connection between the micro-world of their organization and the macro-world around them.
5. *Transformation of Followers:* The ability to direct fundamental change in people, institutions, and society. □

Sources: Joseph Jawarski, American Leadership Forum, *Vital Speeches of the Day*, November 15, 1982.

Is Your Child A Leader? Characteristics of Leadership Potential in Children

1. Is responsible and carries out commitments.
2. Is self-confident with peers and adults.
3. Has excellent oral and written communication skills.
4. Is well-liked and social.
5. Is flexible particularly to new situations.
6. Tends to direct group activities.
7. Is empathic and sensitive to others.
8. Can influence others and change their views.
9. Serves as role model for peers.
10. Sets goals, plans and implements activities.
11. Solves problems creatively.
12. Accepts responsibility for taking risks, and making controversial decisions.

Please note: Not every child with leadership potential is going to demonstrate every characteristic to a high degree. □

Sources: Renzulli, Smith, White, Callahan, Hartman. *Scales For Rating The Behavioral Characteristics Of Superior Students*, Creative Learning Press, PO Box 320, Mansfield Center, CT 06250. E.P. Torrance. *Torrance Tests Of Creative Thinking: Directions Manual*, Scholastic Testing Service. 730 Broadway, New York, NY 10003.

A 10-Step Program

Leadership training for the gifted should be a conscious effort, undertaken in a systematic fashion. To help educators plan a program that meets community needs and taps local resources, Robert A. Magoon outlined a 10-step process in the February 1981 *Roeper Review*. Magoon, professor of educational psychology at Old Dominion University, Norfolk, Virginia, based the following model on actual experience in schools, as well as research into learning, motivation, and personnel management.

1. Define the human environment. Determine whether the program will be confined to a single classroom or department, or encompass an entire school system or region. Also, identify everyone involved directly or indirectly in the program proposal, plus all resources and personnel that could influence the program's overall quality.

2. Establish a participative working group. Ask everyone who may be affected by the program to nominate in- and out-of-school representatives to serve on the committee. The program's ultimate success, says Magoon, may depend on the involvement these people have in establishing goals, drawing up plans, and implementing the program.

3. Needs analysis. Study the actual needs students have for leadership training by gathering information from students themselves, teachers, administrators, and professional experts who could make a valuable contribution to the effort. When the needs analysis data have been gathered, report it to the public via different media for verification and feedback. ▷

Eleanor Roosevelt

"Many leaders do not emerge until they've gone through certain leadership-activating experiences."

4. Analysis of envionmental constraints. Determine what limitations, if any, will circumscribe the program's scope and activities. "Reality dictates that program objectives must be in line with these constraints as they may apply to time, money, personnel, hardware, and community mores," Magoon says.

5. Develop priorities. Establish a schedule to ensure that priorities are met.

6. Develop goals.

7. Outline objectives. Generate several behavioral objectives for each goal.

8. Implement the program. A variety of approaches can be used, according to Magoon. In the beginning, participants can be exposed to the topic and content of leadership, including communication skills, group processes, personal characteristics, and principles of leadership management. Students can then move into the "active application phase." Possible classroom activities are monitorship, mentorship, simulation, and in-school leadership projects. All students, adds Magoon, should be given opportunities to serve as followers as well as leaders.

9. Evaluate the program. Gather and analyze results in relation to program objectives. If certain goals or objectives are unmet, Magoon says, steps should be taken to modify and improve the program, not eliminate it.

10. Communication of the results. Share the results with internal and external audiences (students, faculty, administration, parents, businesses, civic leaders, and others). Those who foot the bill for education have the right to be fully informed of the results of their investment, says Magoon. □

A Research Vacuum?

Many educators applaud the addition of leadership training to gifted programs. But some balk at isolating "gifted leaders" for specialized training.

In their 1981 article, "Leadership Giftedness: An Idea Whose Time Has Not Yet Come," William Huckaby and Harry Sperling fault those educators and gifted program administrators who rush to institute leadership gifted programs, without any hard evidence to support their effectiveness. Huckaby, associate dean of Vanderbilt University's George Peabody College for Teachers, and Sperling, director of the University School of Nashville, maintain that such programs are premature until research has answered several questions:

1. How should we define leadership? According to a 1978 leadership study cited by Huckaby and Sperling, more than 130 definitions abound. "Although certain research trends can be found," say the two educators, "no single definition of leadership has emerged as the basis for a unified, comprehensive research program."

2. How do we define leadership aptitude? Furthermore, if educators are to be persuaded that leadership giftedness programs have merit, there must be a way of specifying the degree of leadership aptitude that qualifies as giftedness.

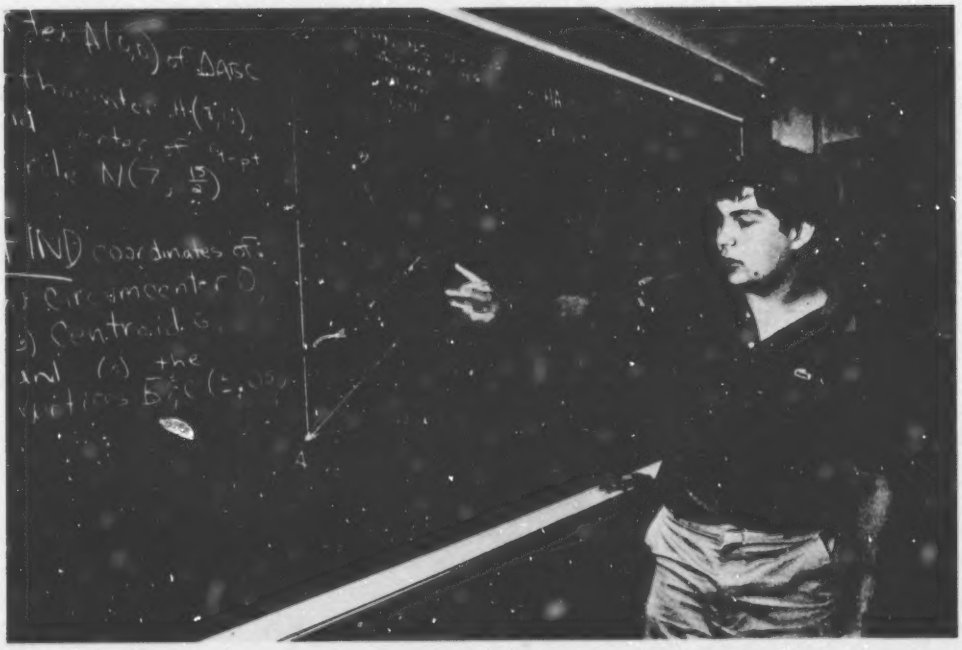
3. Do child leaders automatically become adult leaders? "If not," observe Huckaby and Sperling, "how will we be able to say with any confidence that students elected for leadership giftedness programs are, indeed, the ones who would be identified as gifted leaders later in life?"

The two educators maintain that research to date provides few clues. In fact, the research that has been done reveals no childhood experiences or profiles common to all leaders. In addition, many leaders do not emerge until they've gone through certain "leadership-activating experiences," say Huckaby and Sperling.

4. What will trainers do to develop leadership in a specialized program for leadership in the gifted? "Although gifted writers may be able to strengthen their skills in isolation or in a particularly stimulating environment that only includes other gifted writers, a gifted leader cannot be placed in an artificial situation with any expectation that growth and development will occur," the two educators say.

Huckaby and Sperling conclude that programs for gifted leaders will fall short of expectations until the educational field has learned considerably more about leadership. Until then, specialized programs will rely heavily on "talking about" leadership and encouraging development of skills that only seem to work for those identified as leaders. □

Mathletes Compete By Flexing Minds, Not Muscle



With the 1984 summer Olympics approaching, attention is focused on the training and skills of athletes. Yet Evanston Township High School (ETHS) in Illinois, offers equally intensive training in mathematics and calls its competitors "mathletes." The difference is mind over muscle, and the competitions for mathletes are several times a year instead of once every four years. In fact, the United States fields Olympic teams of mathletes that compete yearly. ▷

Win Reis, who loves French, credits the mathletes experience with his decision to pursue a math major in college.

Jennifer Wexler, from left, Helen Wu and Amy Wilkinson with coach, John Benson, background. Benson and Richard Rukin co-founded the Evanston mathletes in 1977.

Doug Church, pictured, supports Coach John Benson's assessment that most mathletes will lean toward careers in math, science or engineering. Although just a sophomore, Church already sets his sites on a PhD in artificial intelligence.

Mathlete Helen Wu is the picture of concentration. Mathletes meet every Monday from September to June to sharpen their math skills.

Just because they're good at math doesn't rule out other interests or time for fun. Doug Church, left, an avid juggler and magician, entertains Helen Wu, background, and Amy Wilkinson.

"The program gets kids excited about doing math and gives them opportunities to meet others who are their equals or better," says John Bensen, MS, member of the ETHS math department and a co-founder and coach of mathletes.

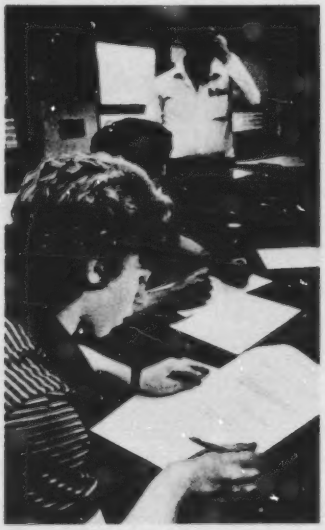
His students agree. Sophomore Doug Church says, "It's good to be exposed to things you can't do, when you're used to breezing through. I think the best part is the challenge. You learn an awful lot of math, but you have to have a liking for it." Amy Wilkinson, a junior, adds, "We get practice in accuracy and learn how to look at problems differently instead of applying a formula."

Mathletes was founded seven years ago at ETHS by two faculty members in addition to Bensen: Richard Rukin, MS, and Peter Westergard, MS. Rukin is head coach of the prestigious Chicago All-Star Team, which is headquartered at ETHS and recently competed at Pennsylvania State University in a regional math league. Westergard left ETHS to found the mathletes at Nicolet High School in the Milwaukee, Wisconsin, suburb of Glendale Heights.

According to Bensen, mathletes gives gifted students the chance to learn more mathematics and to compete with other students and schools. In addition to a statistician, there are six coaches who meet with each grade (freshmen through seniors) every Monday from September through June to practice and prepare for contests.

Mathletes have plenty of chances to flex their minds in competition. Bensen says they compete on a national level in the Freshmen League, the American Computer Science League, the Calculus League, the Illinois Math League and the Atlantic Pacific

John Benson, center, coach of the Evanston Township High School mathletes, encourages Ciaran Fox, left, and Win Reis. Although these students have a talent for math, Benson says they are well-rounded with strong interests in other areas.



The mathletes practice solving problems to prepare for competitions that are held throughout the school year. Richard Rukin, coach of the Chicago All-Star math team, challenges Ciaran Fox, foreground, to find the right answser.

Solving mathletes problems requires concentration as shown on the faces of, from left, Jennifer Wexler, Helen Wu and Amy Wilkinson. Even so, Amy says, "we're mathletes because we enjoy it."

A Sampling Of Math Problems

1. If the peanuts in a sack are grouped by twos, threes, fours, fives, sixes, sevens, eights, or nines, there is one peanut left each time. What is the smallest number of peanuts in the sack?

2. Find the area of a regular octogon of side eight.

3. The bisector of angle A of triangle ABC meets BC at D and the circumscribed circle at E. DE equals four. AD equals six. AC equals nine. Find AB.

Answers. 1. 2,521; 2. 128 times the square root of two plus 128; 3. 20/3

Friedman Calculates Way To Distinction

He has been called the most outstanding mathematics student ever to emerge from the Evanston mathletes by Coach John Benson. Even his father, Avner Friedman, PhD, the Noyes Professor of Mathematics at Northwestern University, calls him, "exceptional in mathematics."

Joel Friedman, the subject of these accolades, was a mathlete at Evanston Township High School for four years. But his father says Joel's interest predates mathletes; he was already reading calculus books at 10 years old.

One could surmise that having a father who is a mathematics professor and a mother who is a mathematics instructor (at DePaul University) would have paved the way to an early interest in math. In fact, it probably helped, because they answered questions that would intimidate most parents. But Joel was self-motivated, his father says.

He credits mathletes with some influence. Friedman says, "Joel could associate with youngsters of similar interests." He adds, "Students doing math in a social vacuum is hazardous. They can get discouraged or feel society places no value on science. If they still love math, they'll feel like an outcast. But mathletes combines students of similar interests in a nice social environment."

Joel agrees, saying, "Mathletes encourages you if you do well. If you really do well, you are sent to national contests." But he cautions, "It can produce a certain amount of snobbism. People think they're good and have to impress you." He cites his experience in Harvard University's math 25 course where he found others trained for competition trying to intimidate classmates by their knowledge.

Without much fanfare, Joel has continued to distinguish himself in math. He was graduated magna cum laude this June from Harvard University. As a sophomore, he won a teaching assistantship tutoring other students. And for three out of four years he scored among the top 10 on the Putnam exam, which tests undergraduates throughout the United States and Canada.

The National Science Foundation recently awarded Joel a fellowship which supports three years of graduate school training without his having to teach, but he refused it. Instead, he has accepted a better offer from the University of California at Berkeley. This fall he embarks on studies toward a PhD in one of his pet subjects: theoretical computer science, dynamical systems or partial differential equations, his father's field.

As is typical of many former mathletes, Joel's interests go beyond math. He was on the tennis team at Evanston High School for four years. But for the past two years, he has switched his attentions to weight lifting and body building.

His father sums it up saying, "I really don't worry about him. He doesn't live math 24 hours a day, but he certainly has an affinity for it." □

Mathematics Conference. These competitions meet four-to-six times a year. In addition, Bensen says mathletes compete five times a year against some 25 Chicago area schools in the North Suburban Math League, based at ETHS.

There's more. Students competing in the State of Illinois math contest have qualified the past three years for the finals held in Bloomington, Indiana. Evanston, a member of the New York City Math League which offers contests for top students 10 times a year, is one of only five schools outside of New York to belong. Evanston's participation in the National Math Exam has earned several students the right to try out for the United States Olympic Math Team.*

What is a math league? Bensen says it is simply the organization that sponsors competitions and formulates the questions for competition. And, yes, he does have an example of the kinds of questions mathletes are asked. Try this: The numbers 465, 549, and 717 all leave the same remainder when divided by the whole number D. Find the largest possible value of D. The answer is 84. (See box for more examples.)

If you are scratching your head and about to decide that mathletes do nothing but math, you are wrong. Bensen admits that "most seem to be heading toward math, science, or engineering careers." But he is quick to add, "Most are extremely talented in other areas like band, sports, theater." ▷

*Bensen says several years ago a student at Chicago's Lane Technical High School was a member of the United States Olympic Team. A student at New Trier Township High School, which serves Chicago's north shore suburbs, was captain of the Olympic Team for two consecutive years.

Close-up continued

Doug Church is an example. While it is true that he leans toward a double major in college in theoretical math and computer science, he still finds time to pursue a passion for juggling and magic. Amy who sets her sites on getting a PhD in math, sums up the myth about mathletes. "People think that mathletes are one-track and don't go to parties or have fun. We do those things, but we're also mathletes because we enjoy it."

Win Reis, a senior, is another well-rounded mathlete. He has done research in physics at Northwestern University and at ETHS, but still has found time to be in student government and to compete for four years in soccer. Despite an obvious talent in math, he had planned a college major in French, but credits the mathletes experience with changing his mind. Win's decision testifies to the impact a mentor like Bensen can have. "Bensen has emotion about the math team. He cares about it, and he cares about how well we do," Reis says.

That's not just one mathlete's endorsement of his coach. Avner Friedman, PhD, Noyes Professor of Mathematics at Northwestern University, agrees. Friedman's son, Joel (see sidebar), is described by Bensen as the most outstanding math student ever to emerge from the ETHS mathletes. Friedman counters saying, "Bensen is superb. I wish there were more dedicated teachers like him." □

Professional Paper

Choices Open And Close Doors

By David E. Wiley, PhD. Wiley is professor of education and dean of the School of Education, Northwestern University.

We are now experiencing the beginnings of a renaissance of concern for those who have the potential for high levels of accomplishment and societal contribution. There is widespread recognition that during the years of childhood and adolescence, opportunities are foregone by many individuals for rapid development of their talents. Because these important potentials for individual development are wasted, the society as a whole loses significant future leadership and creative contribution. The goal of the talent identification and development enterprise at Northwestern University is to stem this loss by opening new opportunities for outstanding achievement.

Benjamin Bloom's* study of extraordinary accomplishment in specific intellectual, athletic and artistic professions (*Developing Talent in Young People*, Ballantine, 1984), has led me to some important conclusions about talent development. Bloom finds that:

(1) The critical actions leading to talent identification and development occur relatively early—from ages six to nine—in a number of areas.

(2) The commitment to practice and learning in the talent area becomes significant early on and increases to become the major single activity during adolescence.

(3) Achievements outside the talent area quickly become lower priorities, receiving a level of commitment or attention which often results in minimally satisfactory performance.

We should note that this path is almost the opposite of those found in America's leading and most elite independent, secondary schools. These are the institutions which prepare many of the heads of our nation's major corporations, our most outstanding lawyers and politicians. The curriculum of these schools emphasizes high levels of achievement in all fundamental areas. The most outstanding of these graduates master more than one foreign language, calculus, advanced science and history, have important athletic accomplishment, and are exposed to the finest achievements in our cultural and artistic heritage. We must also realize that this pattern of talent development is not one of *postponing* decisions. To gain these ends, children not only need financial resources—institutional or parental—but also need a broad and high level of academic accomplishment prior to secondary school. The critical actions, again, were taken early.

We should be clear about the implications of these patterns of talent development:

- The narrow, first path is the only one which leads to the highest levels of creative contributions in the most narrowly defined fields of accomplishment—e.g., mathematics, swimming, piano.
- It is also a path which precludes the kinds of high-level accomplishment fostered by the second.

My conclusion from this is not that one path is superior to the other—especially when we consider the particular child's aptitude and personality. Rather, it is that we must be thoughtful and careful. We must define talent in terms of potential contributions to society in the broadest senses as well as the narrower ones. We must realize that our earliest decisions and actions as parents and educators have profound significance for the future life of our children. We are bound—either consciously or not—to make critical choices for our children at early ages. We must thus recognize the inevitable: these choices close as well as open doors. □

*Northwestern University professor of education who has done extensive research in talent development.

High School Program Focuses On Leadership

One outstanding program for identifying and developing leadership potential is the Executive High School Internship Program. First developed in New York City 13 years ago by Dr. Charlene Hirsch, the program rapidly expanded to other cities.

The two primary purposes of the program designed for outstanding high school juniors and seniors are:

1. To have students work with mentors and supervisors who are in a decision-making position and can serve as role models for students;

2. To provide students with a more complete picture of careers they may have chosen.

"The Illinois General Assembly thinks so much of this program that it has allocated $100,000 yearly since 1979 to its operation."

Funds for the program were provided by membership dues to the association and by foundations. When Hirsch left her position as the program's national coordinator in 1980, the association decided to fill the post through annual elections by the membership. Because support funds had been cut markedly, it was also decided that no staff position be paid. Since then, Donald Davis has been elected and re-elected as national coordinator.

Davis says some 5,000 to 6,000 students are participating in 27 programs. Participation requires one complete semester from which students receive credits in six subject areas from their respective school districts. Each school district has one or more coordinators depending upon the number of students participating.

In Springfield, Illinois, Davis' home base, there are rigorous prerequisites at the local, county and state levels before a student is accepted into the program. Springfield is also the only location that offers a residential program.

"The Illinois General Assembly thinks so much of this program that it has allocated $100,000 yearly since 1979 to its operation," Davis says. "The thrust of our program in Illinois is more with state government and related organizations which is also unique in the association." □

For more information on the Executive High School Internship Association write: Donald Davis, Springfield Public Schools, 1900 W. Monroe, Springfield, IL 62704.

Indiana Schools Pin Hopes On Project Scope

In the winter issue of this quarterly, we reported about the sizable impact of the Midwest Talent Search on the South Bend, Indiana, schools. The good news from South Bend continues. According to James Ashley, director of planning and research for the South Bend Indiana Community School Corporation, the newly evolved Project Scope promises to be a tremendous success.

The project is a community effort in which five institutions of higher learning and the public school system cooperate to provide 40 courses each during the summer for students recognized by the talent search. Courses will be taught at the University of Notre Dame, Saint Mary's College, Bethel College, Indiana University at South Bend and South Bend public schools. Students can choose from such sophisticated courses as Greek, beginning philosophy and religious theory at Notre Dame, and from such standard courses as computer programming, Latin, and microcomputers.

South Bend has expanded the eligibility criteria for Project Scope. As a result, 11 other districts are participating in Project Scope and about 2,800 students are enrolled in the four-week courses.

"We've had calls from as far away as Jackson, Michigan," commented Ashley. "They were interested in enrolling in the class the "business of business" and thought the program was residential. Students now attend from a 60-mile radius."

During last year's evaluation of the search, many felt the need to expand the recognition to include high achievers. As a result, an "Achievers All" awards banquet was held in May to honor students recognized by the talent search as well as other achievers and those highly talented in the fine arts. Over 2,000 people attended. Main speakers for the event were Joyce VanTassel Baska, project director, Midwest Talent Search, Penny Kolloff, Indiana chairman of the talent search, and Rita Brodnax, consultant for Indiana's gifted program at the state level. □

Information Capsules

Commodore Offers Incentives to Schools

Commodore Computers offers schools free computers as well as price reductions on services, maintenance, and courseware in four programs. The company's million dollar give-away program qualifies schools to receive a grant towards equipment if they spend a like amount on computers. Through their CREWS (Commodore Resources in Education with States) program, computers are donated for teacher training through state departments of education.

Another program for schools with 50 or more Commodore computers offers free training for one district representative. Once trained, the representative can buy computer parts wholesale and qualify the district as a service center. Schools also can become part of a nationwide electronic bulletin and receive a free one-year subscription to *CompuServe* electronic data base by becoming part of a Commodore resource center.

For information contact: Commodore Education Resource Centers, 1200 Wilson Drive, Westchester, PA 19380. (215) 421-9100.

How the Mind Works is Recurring Theme at Conference

The Association for Supervision and Curriculum Development Conference this March focused on intelligence and reasoning in such varied topics as computers, basic skills, and future problem solving.

Isaac Asimov, scientist and author, said the computer will liberate people from dull work and release their creativity. According to Asimov, people are more creative and perceptive than generally acknowledged. "We have to adjust education to help people become creative to do things that only humans can do," he said.

Robert Sternberg, professor of psychology at Yale University, speaker at the Distinguished Lectures on Critical Issues, stated that intelligence is not the same for everyone. Citing the limitations of present theories of intelligence, he called for a concept of intelligence that would relate intelligence to how people think internally as well as to the external world. Improving test scores, says Sternberg, is the wrong tactic if you want to improve thinking skills. Thinking of intelligence as behavior on tests is too limiting and harmful.

CoRT (Cognitive Research Trust), a thinking skills program developed by Edward deBono of England, was introduced at the conference by Norah Maier, director of the Gifted Secondary School at the University of Toronto. CoRT was designed to change students' perceptions and to improve their processing of information. CoRT has six units of 10 lessons each and takes two-and-one-half years, at the rate of one lesson per week.

For information, write: Edward deBono School of thinking, 205 East 78th St., New York, NY 10021.

Study Urges More Foreign Language Instruction

A 21-member national advisory board on International Education Programs reports that the lack of foreign language teaching in the United States is an "embarrassment." Members of the board, which was established by federal law, report to Secretary Terrell Bell and include representatives of education, business, government and the public.

The board recommended:

- The establishment of local 'talent searches' for students of the highest foreign-language ability. It advised that these students be given advanced study at magnet or international schools.
- Students' demonstration of proficiency in a foreign language, not just an accumulation of credit hours, for admission to and graduation from college.

Young Teens Worry Most About School Performance

A recent survey of students in grades five through nine showed that young adolescents worry more about how they are doing in school than anything else. The research, which measured students' values, attitudes, and physical and behavioral development, was designed to assist its sponsors in establishing programs to address the needs of these children.

Carried out by the Search Institute, a Minneapolis-based independent, nonprofit firm, the survey of 8,000 students was funded by the Lily Endowment.

Among the most highly ranked goals of the students was "to make my own decisions." Out of the list of values, the two most important to students who completed the survey were, "to have a happy family life" and "to get a good job when I am older."

Collaboration Between Schools and Colleges Succeeds

School officials met with college leaders in Chicago this February to seek new ways to continue collaboration. Sponsored by the American Association for Higher Education, the conference marked the first time that a major organization of higher education devoted its annual meeting to a discussion of relationships among schools.

Discussion focused on the leaders of the cooperative, financial support from foundations, the impetus provided by the school reform movement, and the changing demographics. Cited were such national, regional, and state projects as summer schools for gifted students, talent search projects, teacher institutes, and advanced-placement programs.

The general consensus at the meeting was that colleges and universities encourage faculty involvement in school partnerships by linking participation in such programs with professional development. Schools can better reward teachers for participation by allowing them more time for activities and giving them in service and college credit for participating in campus activities. □

Books

Using What We Know About Teaching, published by the Association for Supervision and Development, offers the views of distinguished educators about the impact of educational research on teaching. Editor Phillip Hosford points out in the first chapter, "the more we know, the better our probable performance." It is through research and experience that teachers gain knowledge and improve their skills. Research in other professions is compared with research in education, methods of research are discussed, and the art of applying research to education is explained. A concluding statement by Manuel J. Justiz, director, National Institute of Education, Washington, DC., says, "developments in educational research make it possible for us to achieve more significant school improvements than at any time in the past."

Source: ASCD, 225 N. Washington St., Alexandria, VA 22314. $7.

Trinity County, a small rural country located in northern California, has published a softcover 60-page book that describes the STAGE program for gifted students. The STAGE program is a management and evaluation system which evolved from nine years of study with gifted students. The book covers the four general areas of the program which are: scope and sequence: grades kindergarten through 12; abilities' checklist; individual education plan; and an evaluation system.

Source: Trinity County Office of Education, PO Drawer AH, Weaverville, CA 96093, $3.50.

Food and Nutrition Bibliography, Volume II, provides access to print and nonprint materials covering all areas related to human nutrition. The resource is compiled from cataloging records prepared by the United States Department of Agriculture's Food and Nutrition Center in 1980.

The volume is divided into six sections: main entry, author index, title index, media index, subject index, and intellectual level index. Each entry is annotated and has special terms or descriptors.

Subject areas include human nutrition research and education, food service management, diet and diet-related diseases, food composition, food containment and toxicology, consumer economics, and food technology. The collection ranges from children's materials through the most sophisticated professional information.

For information write: The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483. $35.

Chrysalis: Nurturing Creative and Independent Thought in Children is a resource book that sequentially presents eight units. The units provide guidelines for teaching: thinking and feeling; healthy body and mind; scientific procedure; the world of beauty; the fine arts; futures and independent learning. Activities in each of the units are outlined with examples given of activities for discussion. Author Micki McKisson also explains educational theories pertinent to specific units in terms of their practical implications to teaching.

Source: Zephyr Press; 430 Essex Lane, Tucson, AZ 85711. $29.95. ▷

Information Capsules continued

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For more information about programs offered by the Midwest Talent Search Project write or call: Northwestern University School of Education 2003 Sheridan Road Evanston, Illinois 60201 312/492-3782.

Patricia Terry, computer science specialist for the gifted at Virginia Beach public schools is the author of the book: *How To Use Computers With Gifted Students: Creative Microcomputing in a Differentiated Curriculum.* Published by the Reading Tutorium, the first two chapters show how to use the book. The author describes those characteristics of the gifted which are related to using computers and explains how to organize a differentiated computer instruction program.

Terry also points out such required resources for organizing the course as adequate hardware and excellent software. Sample microcomputer instructional units on word processing and the graphic arts are included with a list of recommended microcomputer software for various courses.

Source: The Reading Tutorium, PO Box 1586, 9121-A Centreville Rd., Manassas, VA 22110. $8.

The second edition of the *Handbook of Instructional Resources and References for Teaching the Gifted* by Frances Karnes and Emily Collins is available. The handbook is a guide for selecting commercially produced materials that are appropriate for gifted students and provides a listing of these materials. The book is primarily for teachers, but could be useful to parents who are active in their school's gifted program.

The first chapter on the nature and needs of the gifted child provides an excellent introduction on identifying gifted students and describing their instructional needs. More than 50 pages list instructional materials for the gifted in kindergarten through twelfth grades. A large chapter on professional references focuses on such topics as leadership, values clarification, and creativity. Publishing houses are listed as well as selected games, puzzles, brainteasers, professional journals, national associations and competitions. The handbook is easy to read.

Source: Allyn and Bacon, Inc., Longwood Division: 7 Wells Ave., Newton, MA 02159. $12.50.

Odyssey of the Mind by C. Samuel Micklus is more than a sequel to the book, *Problems, Problems, Problems!*, published and written by the Olympics of the Mind (OM) director. (OM is a non-profit educational program which encourages the teaching and learning of problem solving skills). The Odyssey book presents examples and problem solving techniques that are different. In addition it offers, "Coaching Tips and Ideas," a new chapter compiled from the reports of OM coaches.

Source: OM Association Inc., PO Box 27, Glassboro, NY 08028. $14.25 (includes postage).

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Talent Development

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Volume II, Issue 4 Fall, 1984

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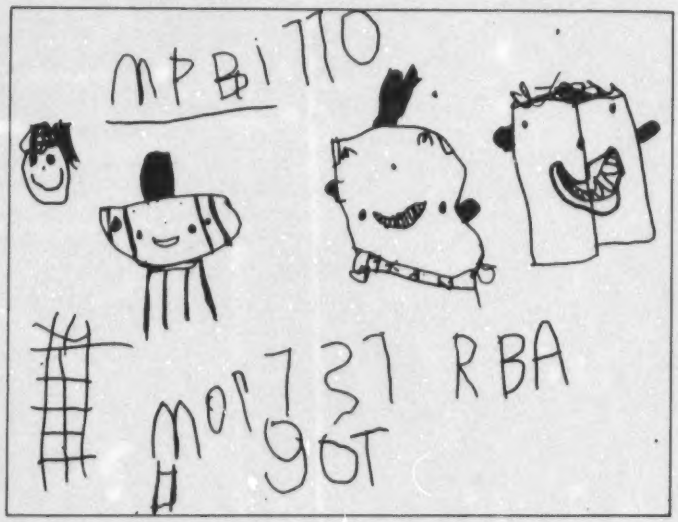


Elaborated "invented spelling" from a four-year-old, see page 12

MTS Project Reports Growth Patterns

The Midwest Talent Search (MTS) at Northwestern University is beginning its fourth year. As the project has grown and developed over the last three years, it has expanded its mission for working on talent as well. Now, the project has four central goals that shape its direction and provide a basis for its work:

Identification

One goal of the project is to identify academically able students at junior high age. MTS has established a data base on more than 40,000 students in the Midwest who have demonstrated academic potential. This figure grows annually by about 18,000. While the age level and type of talent found through administration of the Scholastic Aptitude Test (SAT) are limited, this model of talent identification represents an efficient and effective strategy to discern extraordinary academic talent. It also provides a funding base of operation that can be tapped for the development of other project components.

Talent Development

A second goal of the project is providing services to identified students, including individual and group services to the identified search population and their families. Special programs on the Northwestern campus provide service to students during the summer and academic year. In addition, correspondence courses are available. Individual and family counseling, follow-up testing and assessment, and long-range educational program planning are additional services provided by this facet of the project, so that students and families can profit from long-term involvement with MTS.

Research

The third goal of the project is to provide a research base on the gifted individual and his/her education. Research should serve as an impetus for new project directions as well as act as a conduit of data for existing research activities. In that sense, the research is proactive and reactive, both generative and responsive. This component is responsible for the generative research on the talent individual, the talent development process, and talent archetypes. It relies on the talent search data base extensively, but also studies students attending special programs on campus and in school settings.

Catalysis

The fourth goal is to create models that serve as a catalyst for change in institutions. Such models for talent ▷

Growth Pattern Table

Currently our growth pattern can be seen from the following table that reflects data on each of the four project components.

1. IDENTIFICATION

Number of students identified annually through the search:

1982 - 13,500
1983 - 17,700
1984 - 19,000

2. TALENT DEVELOPMENT

Numbers of students served in Northwestern University programs:

1982 - 8
1983 - 216 (summer only)
1984 - 590 -150 (academic year at Northwestern)
- 40 (correspondence)
-275 (summer)
-125 (summer institute grant with Argonne National Laboratory)

3. RESEARCH

Numbers of research and development grants received:

1982 - 0
1983 - 1
1984 - 3

4. CATALYSIS

Numbers of educators attending special seminars, symposia, and institutes:

1982 - 80
1983 - 125
1984 - 260

Number of districts receiving technical assistance:

1982 - 10
1985 - 75
1984 - 150

include identification, program development, curriculum, and planning and evaluation. The codification of the work of other project components as well as the development of new models in these areas are part of this effort. Another area of responsibility is the dissemination of project ideas through technical and special training conferences, institutes, and seminars for select educational personnel.

Throughout the 1985 Project year, procedures and processes will be systematized and organized around these components. A reorganization of personnel functions and tasks also is under way to insure that MTS services are maintained. Research and development efforts will be dicatated by a three-year plan.

Results of a service questionnaire sent to a random sample of districts in the region indicate a moderate to high satisfaction with project services. Additional development and refinement of services will be done in concert with these questionnaire findings. □

Grace Lee works independently in precalculus mathematics during the MTS summer program.

MTS Summer Program Yields Benefits to Students

Tim Snyder and other students in Carol Muskin's American studies class greet Dean Clarence Ver Steeg, the author of their textbook and Dean of the Graduate School, Northwestern University.

Eric Hamilton seeks possible solutions to a programming question in his mathematics and computer class during the MTS summer school at Northwestern University.

MTS Highlights Schedule, Changes

The Midwest Talent Search (MTS) began its fourth annual search for academically talented junior high students in September. In the past three years, more than 40,000 capable students have been identified. As before, students who are in the seventh and eighth grades and score at the 95th percentile on mathematics or verbal subtests of a standardized aptitude or achievement test are eligible to apply.

This year's test date is January 26, 1985. The MTS application deadline is November 16. In addition to the eight states in the midwest, (Illinois, Michigan, Indiana, Ohio, Minnesota, Wisconsin, North and South Dakota), the talent search application now includes a code for international students. Last year, American students from 32 countries abroad were among the almost 20,000 students who registered with MTS to take the Scholastic Aptitude Test (SAT).

Students who previously have participated in the talent search should expect to receive information on special summer programs as early as February, 1985. Students who are participating for the first time will receive such information in March.

The awards ceremony for top-scoring students will be held June 2 in Norris University Center on Northwestern's Evanston campus.

The new search year brings with it new personnel. Patricia Aaron, MS, will serve as search coordinator. She received her bachelor's degree from the State University at Potsdam, New York, and recently earned her master's degree in educational administration from Northwestern University. She has taught primary grades and developed curriculum in science for the Xerox Education Group.

Diane Chepko-Sade, PhD, is an anthropologist and biologist who will assist in the management of the MTS data base. She earned her bachelor's degree at Duke University, her master's at the University of Puerto Rico, and her doctorate at Northwestern University. Recently attracted to teaching, Diane has just completed studies towards her secondary certificate. She has experience managing a large data base, particularly one having to do with the behavior of an entire colony of rhesus monkeys.

As assistant director of MTS, Paula Olszewski, PhD, will coordinate the efforts of Aaron and Chepko-Sade. Olszewski earned her bachelor's degree in elementary education from St. Xavier College, Chicago, and her master's and doctorate in educational psychology from Northwestern. She recently coordinated the Saturday commuter and correspondence programs for MTS, as well as the summer residential program held on campus during July and August. □

Special MTS Classes Offered in Fall / Winter Terms

On October 6, the Midwest Talent Search (MTS) started its second year of special course work offerings for gifted students through three distinct programs. Students have enrolled in commuter classes from the Illinois, Indiana, and Wisconsin regions; other students from each of the MTS regional states have started correspondence course work that will last throughout the school year.

Fast-paced Campus Commuters (FCC). Course work in the FCC Program is available to junior high students who are participants in the Midwest Talent Search project. ▷

During the Midwest Talent Search's summer program for gifted students, Benjamin Jones (right), Tiffany Heben, and Alex Schneidinger promote an animated discussion in Brenda Schnede's course on literary analysis.

These adolescents commute to Northwestern University's Evanston campus for 26 Saturdays during the school year and attend class from 9 a.m. until noon. Fast-paced course work offered this year includes: Precalculus mathematics, Latin I and II, introductory Greek, literary analysis, and expository writing.

Letter-Links Learning Program (LLL). Junior high students in the Letter-Links Learning Program handle their fast-paced course work by mail and telephone. Eligibility for this MTS program is based on participation in the MTS project during 1984, success in managing one's own learning in challenging course work, and a commitment to complete all course work requirements by June, 1985. Courses of study included in the LLL Program for this year are: Precalculus mathematics, mathematics and computers, Latin I and II, and writing for publication.

Saturday Enrichment Program. The Saturday Enrichment Program offers a variety of learning opportunities for academically-talented students who are not yet participants in the MTS project. One set of classes meets for 10 Saturday mornings during the fall; a second session of classes is offered during the winter. Students aged four to twelve must score above the 95th percentile on a standardized achievement test and be recommended by their school to enroll. In the fall session, young people commuted to the Evanston campus to participate in such classes as: Preschool academic enrichment, patterns in mathematics, investigations in science, developing as a real writer, elementary Latin, mathematics with computers, structures of arithmetic, and introductory debate.

Anyone seeking additional information about MTS educational programs should contact Thomas M. Buescher, PhD, at the Project Office, (312) 492-3782. Winter classes will begin January 19, 1985. □

MTS Holds Annual Counseling Conference

A two-day counseling conference organized by the Midwest Talent Search (MTS) entitled, "Helping Older Gifted Students at School and Home," was held October 19 and 20 at Northwestern University. Educators, parents, counselors, and gifted adolescents heard nationally prominent speakers discuss issues that confront gifted students regarding career planning, personal paths of individual excellence, and the changing pattern of relationships experienced by gifted adolescents with their family, peers, and teachers.

Three major addresses during the two-day meeting focused on the concerns of the participants. James Delisle, PhD, Kent State University, opened the conference by examining issues that have complicated the process of guiding gifted adolescents into fruitful, challenging careers. William Foster, PhD, Rutgers University, used a new model to illustrate why individual excellence should become the focus of counseling efforts with the gifted. Saturday's sessions, designed partiuclarly for parents and students, were keynoted by William Montemayor, PhD, University of Utah. Montemayor described how adolescent relationsips shift among parents, adults, and peers and the implications those changes have in the lives of gifted adolescents.

Related seminars were led by John Feldhusen, PhD, Purdue University; Kenneth Seeley, PhD, University of Denver; Lee Baska, Chicago Public Schools; Marsha Landau, PhD, National College of Education; Michael Piechowski, PhD, Northwestern University; and three MTS staff members, Joyce VanTassel-Baska, EdD, MTS director, Paula Olszewski, PhD, and Thomas Buescher, PhD, MTS assistant directors.

Detailed summaries of these presentations will be included in the next issue of *Talent Development*. □

Challenge Underlies Talent Development

We are beginning our second year of publication, and with this issue we have changed the name from the Midwest Talent Search Quarterly to simply Talent Development. But there is nothing simple about talent development. The whys and hows of identifying talent, then nurturing its growth in individuals, long have puzzled academicians in research laboratories and teachers in classrooms. It is a challenge we all share.

If today's talented students become eminent -- achieve at very high levels in music, art, academics or sports -- it will result from a unique blending of personal, social, educational and cultural factors. Attaining eminence is more complex a process than just displaying talent at a young age.

A closer look at pathways followed by eminent people demonstrates this point. Three factors seem to underly eminence: birth into a family which values learning; precocity in a specific area; and an ability to be focused and self-directed. The importance of a learning-centered home, where parents maintain extensive libraries and encourage children to pursue interests and talents is clearly documented (Roe, 1953; Brandwein, 1955).

Some extremes of parental influence, or even dominance, are witnessed by the mothers of architect, Frank Lloyd Wright, and cellist, Pablo Casals. Wright's mother, who determined before he was born that he would become a famous architect, placed wooden replicas of Gothic cathedrals in his nursery. Casal's mother left her husband and other children to take him to Barcelona for cello lessons with a master.

Another study (Cox, 1926) found that children who later attained eminence were interested early in academics, curious, fond of problems and puzzles and experienced stimulating social contacts and excellent educational opportunities during childhood. This same study revealed that these youths showed persistence of motive and efforts, confidence in their abilities and great strength of character.

In fact, eminent men and women of this century tend to exemplify the maxim that, "adversity brings out the best in people." Few rose to eminence without early struggles. Few were expected to be successful by those around them and few saw themselves as exceptional human beings. Only 58 homes among the 500 examined in one study were considered untroubled and, in many of these, the child who became eminent suffered (Goertzel and Goertzel, 1974). Consider these two case studies:

Boy, seven, secondary school, has obtained certificate from physician stating that nervous breakdown makes it necessary for him to leave school for six months. Boy not a good all-around student...has no friends...teachers find him a problem...spoke late...father ashamed of son's lack of athletic ability...own religion, chants hymns by himself. Parents regard him as "different" (Goertzel and Goertzel, Cradles of Eminence, 1962).

Boy, six, head large at birth. Thought to have had brain fever. Three siblings died before his birth; mother does not agree with relatives and neighbors that child is probably abnormal. Child sent to school, diagnosed as mentally ill by teacher. Mother is angry. Withdraws child from school, says she will teach him herself (Goertzel and Goertzel, Cradles of Eminence, 1962).

The first child was Albert Einstein, the second was Thomas Edison.

Of course, social and cultural forces always have influenced the qualities perceived to define greatness. Would the Pattons and Eisenhowers be among the eminent people had America not gone to war? To deny the impact of such social and cultural forces places too much faith in the idea that eminence can be cultivated. Even though we know there are no clear pathways toward eminence, nevertheless we also know that it is beneficial to nurture the talents of children.

Talented children can be encouraged to be open to new experiences, to experiment with new forms and to develop ideals and products that go beyond current thinking. In our education of these children we should: focus on individual excellence and test that excellence through contests and competions; develop areas in which individuals excel without ignoring weaknesses that can be overcome and new areas that can be mastered; find adults for children to emulate; help youngsters set goals and take charge of their future education, and challenge youngsters to dream, to imagine themselves doing what they aspire to achieve.

So, what is talent and how is it developed? In this issue, we have posed those questions to noted people in the field of gifted education. In this and subsequent issues, we will explore talent and how it is cultivated from many angles in an attempt to give parents and educators insights into working with the precious gifts of young people. We invite your participation in this endeavor. □

Talent: What Is It and How Does It Develop?

"If you would be a poet, first you must listen to the squeal of a sow and ask, 'perhaps little nightingale, is there a song in thy text for me?' " Those words were spoken centuries ago by Martin Luther, but writer Mort Castle recently used them to describe talent as the ability to see the common in an uncommon way.

Talent Development interviewed several prominent people representing the creative arts and gifted education. We asked two questions: What is talent and how does talent develop? These were simple questions, but with no easy answers; each person interviewed acknowledged the challenge of pinpointing appropriate answers. In fact, responses to the task at hand were summed up by Castle's initial reaction, "I feel like a butterfly whose wings are being pinned to a mounting board."

"Talented people have the ability to see the commonplace in an original way."

If we are to be the parents and educators of gifted children, if the Midwest Talent Search is to publish a quarterly entitled, *Talent Development*, the questions must be asked. So, we contacted three people including Castle. Castle, whose new novel, *The Strangers*, is due for publication in December, is author of over 100 short stories. He is a teacher for *Writer's Digest's* correspondence course, a consultant in language arts and a writer in residence at 40 high schools.

Next, we talked to William Foster, PhD, a developmental psychologist from Rutgers University who combines a clinical practice with extensive research. His research includes interest in the social and emotional development of excellence.

Finally, we contacted Beverly N. Parke, who has a PhD in special education/gifted children. In addition to an associate professorship at Wayne State University, she is coordinator of a gifted children education program and editor of the *Journal for Education of the Gifted*.

An Artist Views Talent

What is talent and how does talent develop? "Let me limit it to writing," Castle said, "although it probably applies to all the arts. Talented people have the ability to see the commonplace in an original way. This is just as true for a good and lasting poem as it is for fiction, music, art."

"The ability to have a unique view of anything is there when a person first becomes a thinking person," Castle said. But he adds, "As time goes on, that unusual viewpoint is shunted aside, buried and essentially killed." He gives as an example the young child watching a train pull away from the station and commenting, "The caboose is something that makes the train go away." That originality of viewpoint exists in many people, according to Castle, but over the years is dashed. "Those who can keep that inborn viewpoint functioning, those are the people who end up the artists," Castle said.

He thinks six- and seven-year-olds have such originality, believing that youngsters of that age can expound on anything, including "the characteristics and activities of various dustballs under their beds." Once you see that flash of originality, Castle says, "then ▷

recognize it and recognize also that lasting works are 95 percent perspiration and five percent inspiration."

He defies the romantic image of the inspired artist "who never has to do drudge work," believing that even the brilliant musician has to practice scales. For himself, he says, "I hate writing, but I love having written. When the product is there, you've got something worthwhile."

He is adamant about the need to work hard to channel vision so that it becomes talent. "I'm poles away from that idea of everybody sitting down and doing their own thing that polluted the sixties. You've got to learn the basics." So his goal when working with would-be writers is to help them until they can communicate that vision. "For me, that is producing."

In Castle's view, it is not enough to have a vision. Rather, it is essential to channel that vision in ways that communicate to others. It has to be proven talent, he says. "So what if you've got an ability to hear songs in your head. You've got to learn to play saxaphone well, so it communicates to others."

One standard Castle applies to determine if vision or talent has been developed and communicated is whether or not the work is publishable. "I'm not trying to write material that will someday lead to a PhD dissertation on 'Castle's Use of the Comma in the Novel, *For Whom the Bell Gongs*.' I want my writing to reach honest-to goodness, thinking, feeling people, and I try to present that as a worthy writing goal to the people I teach," he said. He added, "I hope one day one of the nicest things people will be calling me is a popular artist."

Talent Seen As Mature Performance

Both Castle and William Foster agree on the rigors of developing talent, but Foster feels one is less likely to see in youngsters what he defines as talent. Foster, who holds a faculty appointment in educational psychology at Rutgers but mainly is involved in counseling and clinical psychology, believes talent is defined in various ways.

"My view of that word is that it defines an area of adult performance that occurs at a relatively high level of quality; it applies to any of the numerous domains that people can exhibit talent in." Foster emphasizes that, "talent applies to adult or mature levels of performance rather than to a fifth grader or eight-year-old, unless he/she exhibits adult or mature abilities." According to Foster, an example of a young person exhibiting such adult or mature talent is Mozart.

"The problem in this research," he believes, "is that the language is obscure. There aren't any operational definitions. Talent, giftedness, creativity are used almost interchangeably." In his view, "Talent is the outcome, the goal you're moving toward." Mary Lou Retton, the United States Olympic gymnast, is a talented person who just happens to be young, according to Foster. "But most talent is not demonstrated until adulthood," he says.

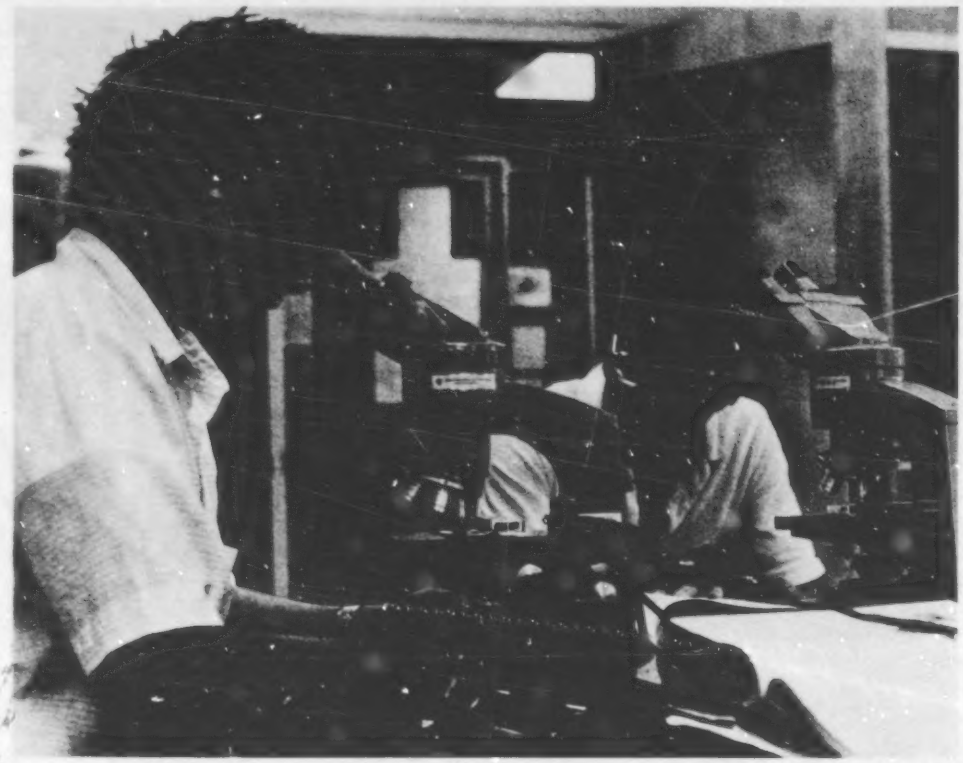
"You have a lot of young people with potential," Foster says. But he raises the key question: "How do you help transform potential into disciplined, informed, motivated behavior that results in adult or mature performance?" For Foster, schools are not now the answer. "Most of the behavior in school is not socially relevant behavior. Children don't work on developing original mathematical thought. They go over, rehearse someone else's. Then, in their careers, they make their contributions," Foster said. Although he is not arguing the merits or benefits of schools, nevertheless, he says, "schools are restrictive."

He proposes a model for understanding how potential develops. At the earliest stages, he says, potential can be exhibited. An infant, for example, may be highly curious and actively engaging his/her environment. That same child when entering school might be identified as creative, a risk-taker, divergent in his/her thinking, a problem seeker as opposed to a problem solver. The child not only is expressing potential, but already shows high aptitude. In the mature person, however, that potential has to transform itself into a specific body of knowledge, skill, process and values appropriate to one's career or profession.

Foster places weight on environmental factors as major contributors to actualizing potential. "We have to be extremely sensitive to the social/psychological environment surrounding a child." He says he has difficulty with the term, giftedness, which implies being given something. Where developing potential is concerned, he discounts the adages that "the cream will rise to the top" and "genius needs adversity." Rather, he says, "The support network around an individual is crucial to developing potential." ▷

"Most talent is not demonstrated until adulthood."

"Talent is the outcome, the goal you're moving toward."



Parents, teachers or any person of significance can support that developmental process, which, Foster believes, demands task commitment by the child. He cites Renzulli's task capacity match in which the task a child is presented with is matched to his/her capacity to perform. If a child is presented with too long a task, Foster says boredom results; if he/she is presented with too high a task, disengagement results. "The ideal is a task just a little bit more than the child has a capacity to perform," Foster said.

The child, according to Foster, needs to develop strong, intrinsic motivation and be provided with continuity of task involvement. "The dramatic character of a mature, talented person is the capacity to stick with a task," he adds.

"My worry is that talent gets looked at in too narrow a view, focusing only on academic talent to the exclusion of other areas..."

Unfortunately, numerous forces undermine task commitment, according to Foster. Among them is television. "Life's problems are solved over and over again in 10 seconds through commercials, and solved mostly through external purchases," Foster said. He adds that schools also have expectations for students' task commitments that are too low.

Even gifted education can improve, according to Foster. "Gifted education tends toward construction of very sophisticated technicians, but not necessarily toward construction of functioning, well persons to go along with that technical ability," Foster said.

As a point of emphasis, he quotes Goethe who wrote that everything that liberates our minds without giving us control of ourselves is ruinous. Foster says the developmental process is long, complex, arduous and not to be left to chance. "We trust too much to social and emotional areas," he says, adding, "Serendipity is too fickle."

A Broader View of Talent

Although Beverly Parke of Wayne State University agrees that talent development requires guidance, understanding and nurturing of the talented young person, she believes people define talent too narrowly. Talent, in her view, is "a special ability to be able to do a range of things. There is academic talent, talents in things that are verbal and not verbal i.e. performing arts."

She adds, "My worry is that talent gets looked at in too narrow a view, focusing only on academic talent to the exclusion of other areas. The result of this narrow focus is that students don't have the opportunity to develop themselves in those other areas."

Her worry is over what she feels is a need for a philosophy of developing talent that concerns itself with the whole child (a holistic philosophy) -- "one that allows for development of the broad capabilities of young people." She adds, "The emphasis on academic talent may be a disservice to some children."

For talent to develop, Parke says, "There has to be a recognition that talent exists and an opportunity to develop it. There has to be ongoing guidance by someone who acts as an ombudsman -- parent, teacher or master -- to guide, understand and nurture." The ombudsman, according to Parke, can be one or,

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over the years as the talent develops, a series of people.

Once having outlets for developing talent, Parke believes it is appropriate to display the talent. "It is important from the point of view of facilitating both internal and external evaluation," she said. She gives as an example a talented young person exhibiting a painting. The opportunity to exhibit triggers an internal process that enables that person to reach beyond him or herself, she says. But at the same time, the exhibit "externally gives outside folks the chance to come and critique, to feed back to the student for his or her future growth." She adds, "going public and presenting yourself as having talent says something about the total integration of that process."

The process of identifying, developing and measuring creative ability is a difficult one, because of the elusive nature of creativity.

The process of identifying, developing and measuring creative ability is a difficult one, according to Parke, because of the elusive nature of creativity. She believes the products of students' creativity need to be assessed more objectively. One model that increases that objectivity is called Detroit Public Schools' Creative Product Scales (CPS).*

"Scales were designed to measure performance in five areas: art, music, creative writing, performing arts, and dance," Parke said. She adds, "These scales, which were developed by teams of practicing professionals representing each of the five areas, reflect the essential characteristics of each area."

According to Parke, the scales are designed to be used and interpreted only by professionals in the five areas. She adds that although each scale includes a rationale, description of terms and tools for measurement, the resulting profiles of performance are only as accurate as the person completing the scales. "Due to the complexity of the arts and creative expression," she said, "trained professionals must be sought for this purpose." She gives as examples an accomplished dancer completing the dance scales or a composer judging musical compositions. "These persons are best suited to identify actual talent and potential talent," she added.

CPS offers distinct advantages, Parke believes. It can help identify talent, set guidelines for planning a curriculum and measure the growth of individual students or the program as a whole. No matter what tools are used for identifying and measuring talent and its growth, however, Parke believes children's needs for development must be met individually. In her words, "Talent development must emerge by looking at the child's profile -- weaknesses, strengths, interests -- and on an individual basis charting a course for that child's growth."

* A professional article co-authored by Beverly N. Parke and Patrick Byrnes and entitled, "Toward Objectifying the Measurement of Creativity," appears in the April, 1984 *Roeper Review*, Volume 6, No., 4.

Editor's Note: There are more people prominent in their fields that *Talent Development* will tap this next year for insights into talent and how it develops. In future issues, we will explore many aspects of this topic. Included will be examinations of just how talent evolves, what one has to do to have that talent bloom, what kinds of mentor to look for as a role model and how to find such a mentor. We hope you will enjoy embarking on this adventure with us. □

Contrasts Reveal Striking Similarities

Dylan Cors' teachers describe him as an outstanding student, but well-rounded. In addition to academics, Dylan finds time for football and track.

Anna, the oldest of four children, takes time out from her busy schedule to enjoy her brother, Richard.

One is a boy, the other a girl; one is the youngest child of a family, the other is the oldest. One laments too little time to read, the other can always find time for reading. One lives in Wisconsin and the other lives in Ohio. They are not alike, yet in several fundamental ways they are very similar. Both attended Northwestern University's Midwest Talent Search (MTS) summer program. Both were judged by faculty as among the outstanding students of the summer.

Dylan Cors of Wauwatosa, Wisconsin, and Anna Hebner of Portsmouth, Ohio, never knew each other at the MTS summer program. Yet to hear their teachers talk, you would think they were describing one and the same person. "Mature, self-disciplined, wonderful sense of humor, deliberate academically but not competitive" were terms their teachers, although interviewed separately, consistently used to characterize both Dylan and Anna. These attributes and their achievements during the summer program distinguished them from among scores of gifted students from across the country who attended the MTS program.

Both Dylan and Anna may have been helped by attending Northwestern University's summer program for two consecutive years. But on closer examination, both are outstanding individuals who have their academic careers well in hand and who came to the program not only to take courses, but also to satisfy definite goals.

Dylan, a sophomore at Wauwatosa East High School, said, "I wanted to complete classes this summer so that I could skip them my junior and senior years." He did that. He took Latin and biology in the summer. That has freed him to take chemistry and physics this year, so that he can take advanced courses in biology, chemistry and physics in his junior and senior years.

Anna had a similar plan. "I wanted to get through algebra II, so I would have room on my schedule in my senior year." With the exception of finishing a couple of chapters, Anna accomplished her goal.

But neither Anna nor Dylan simply got through the MTS summer course work; they mastered the material. John Benson, MS, a math teacher at Evanston (Illinois) Township High School who was Anna's algebra instructor, confirms this. "She was definitely in control of her own education in the way that she set goals, worked toward those objectives and learned by herself." He adds, "What was unique about her was the amount of work she did until she knew she understood." Benson says she had "the unusual combination of an approach to learning and a considerable amount of ability."

Dylan's teachers share similar thoughts. Philip Hiller, MS, also a teacher at Evanston Township High School, taught Dylan's biology class. "I was impressed with how well-rounded he seems to be. He studies hard, works hard, but is well-mannered and helpful to others. I see a lot of students of that age, and he really stands out." In fact, Dylan's accomplishments in biology led Hiller to contact his Latin teacher, Susan Salay, MA, to compare notes. Hiller says, "We saw Dylan in totally different areas, yet we felt the same about him. He did extremely well in demanding situations."

Salay, high school Latin teacher in Glenview, Illinois, said, "He already has mastered the fundamentals of organizing his material and time. Yet, at the same time he absorbs new material effortlessly. He is far and away a superior student," she adds, "He could easily move into a college class."

Dylan plans to do just that. He acknowledges a leaning toward math and says, "I think I'm going to run out of math classes. I'm in the highest class -- calculus -- this year." His solution is to take university-level math classes in the Milwaukee area. Even though he

For Anna, who taught herself to read before she was three, books are an important part of her life. In the summer, she reads three-to-four books a week, but still has time to read to brothers, Richard (left) and Dan.

Anna's photos by Roz Gazio; Dylan's photos by Ray Savickunas.

Anna's math teacher during the Midwest Talent Search summer program was impressed with her "unusual combination of an approach to learning and a considerable amount of ability." Anna, however, admits English and writing -- not math -- are her loves.

admits to not having much time to read, he ekes out some time for books about math and science.

"I love math and science," Anna says, "but I like English and writing better." One appreciates Anna's affinity when learning that she taught herself to read before she was three. Although she fights for time to read during the school year, in the summer she reads three-to-four books a week. With her love of writing and English, (she took literary analysis her first summer at MTS), she is considering a journalism major. Dylan, on the other hand, leans toward a major in engineering.

Anna, who has three younger brothers ages eight, four and two, is as strongly involved in her musical interests as in her schoolwork. She practices the piano and follows a rigorous schedule as a clarinetist in the school band. Nevertheless, she still finds time for her collage and needlework hobbies.

Dylan's main hobby is his computer, but as halfback on his school's football team, he is more likely found on the playing field in the fall than behind his computer keyboard. In addition to football, he has gone out for track and is considering wrestling. With all this, he still rises before 6 a.m. every day to do his paper route for the *Milwaukee Sentinel*.

Dylan's mother credits the school librarian in the early years with making him comfortable with his giftedness. The librarian gathered several kids together for work on special projects. "This helped him accept that he had a gift," his mother said. She also believes that including her children on extended trips to Mexico and Switzerland when they were young and her own return to school were positive influences. "They saw me studying and realized it's not weird but normal," she said.

She says she has worried about Dylan and his older sister since her divorce three years ago. "We went through difficult years. But our primary concern was to create a stable environment, so their father lives just two blocks away," she said. She is obviously pleased at reports by Dylan's teachers of his accomplishments, ease, maturity and humor.

Like Dylan's mother, Anna's mother was a full-time student

Anna is an accomplished pianist, but the rigors of practice are felt most intensely in the school band where she plays clarinet.

when Anna was small. Both mothers now have careers. Dylan's mother is in the training department of a corporation; Anna's mother writes and designs craft and needlework projects. Now, she is beginning to sell her needlework as art pieces. Although she is pleased with Anna's ability to set her own education goals, she admits to worrying last year that Anna had planned too demanding a schedule. "She was taking a full schedule of courses with no study halls. I felt she should lighten her load," her mother said. Possibly the fact that Anna's family has not had a television for seven years gives her a bit more time each day than her peers who watch TV.

Still, when describing her daughter, Anna's mother says, "I can't think of anything that kid can't do if she puts her mind to it." Her MTS math teacher agrees, calling her "very thorough, very orderly, extremely mature, extremely articulate with a wry sense of humor more like a 23- than a 14-year-old."

Both kids seem to have an unabashed love of learning. As Dylan's Latin teacher said, "If I knew what made a youngster that outstanding, I could revise educational theory and practice." □

Dylan's mother (left) describes herself as a life-long learner and says Dylan has a "passion for learning." To balance that, the two recently spent a week's vacation on a long-distance bicycle ride.

He may be mature, determined about his education and able to learn seemingly effortlessly, but Dylan's teachers emphasize his sense of humor. At the end of his summer Latin class at Northwestern, he showed up in a toga; here he entertains by juggling.

Effective Study Habits Students Can Follow

by Lynn Simon, MEd
The author is a resource teacher of the gifted for Barrington, Illinois, District #220.

The first quarter has ended, and the report card has arrived. Although the grades earned are adequate, the student knows that the parents' reaction will be, "You are not working up to your potential, you're capable of doing so much more." Although this reaction may cause resentment, the parents are correct. But what can be done to raise those grades?

Organization of materials and time is extremely important. Materials should be close at hand, and the student should know exactly what realistically can be accomplished during the time alloted for study. It is helpful to establish a daily time and location to study. When sitting down to work, the first few minutes should be used to write a list of things to be completed or to refer to a previously prepared assignment. Rank the assignments according to importance. Set a mental time limit for each task, then get to work. Each task completed should be marked off the list.

Attention should be given to long-term assignments. Procrastination is almost entirely due to poor planning and can be avoided by thinking ahead. If a research project is due in eight weeks' time, the assignment should be divided into manageable parts, with plans to complete each part by a specific date. The use of a calendar is helpful in minimizing overloaded workdays.

Along with managing materials and time, it is important to become an active learner. This is accomplished in two ways: Active listening and active reading. More than just being in class, active listening involves listening and writing down the main ideas of a lecture. This will ensure that information gained from a lecture or a textbook will be available for later study. As a rule, what is written on the blackboard should be included in written notes. Time after each class should be spent reviewing notes and writing a summary statement. Frequent review, which allows information easily to move into long-term memory, establishes quicker recall. These same concepts apply to informational reading. A reading assignment requires highlighting important ideas, but not more than one-third of the page should be highlighted. The student should always write a summary of the highlighted information. If it is impossible to highlight, then the student should take notes on the main ideas and again write a summary statement.

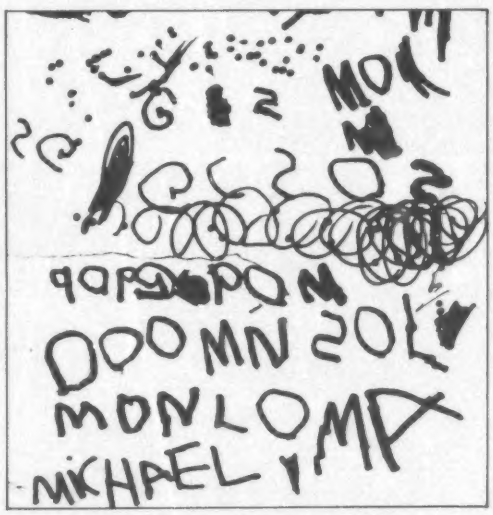
To increase one's classroom concentration, the student should sit with good posture near the front of the room.

Studying with such distractions as the stereo or television is possible, but it takes longer to complete the work. The extra noise will hinder creativity and the ability to write essay-type answers.

To become a more effective student and receive better grades, one must use class and study time efficiently. The more the information presented is used, the easier it can be recalled. Active learning can be the key to success. □

But Why Do Young Children Write?

by Thomas M. Buescher, PhD
The author has a degree in special education and is assistant director of the Midwest Talent Search.



Some "draw-writing" from a three-year-old child.

Why do young children begin to decorate their colorful pictures with letter-like marks and words? While the development of symbol-making, from speech-forms to graphic-forms, is a fascinating process to watch in young children, I have been seeking clues about a pattern of growth in symbolizing that might unlock the question: *why* do they choose to write, first letters, then words, and later, brief stories?

Young children have an "urgency to mean." The earliest task children try to accomplish with their speech is to control their own small world. Throughout childhood, every youngster seeks to make sense out of his or her world. If a child can understand what is happening, or better yet, make things happen through talking, then he or she truly can control those events. Part of being human is not only to be curious, but also to be able to com- ▷

prehend what is happening around us. Young children show this need at a very early age and seem to work hard at improving their ability to make sense or "to mean" for themselves.

There is a clear pattern in a child's growth of his or her "urgency to mean." Beginning with early speech that engages the adult and later becomes a tool for narrating play and explorations, the "urgency to mean" moves on to promoting the construction of first, three-dimensional artifacts, and then, two-dimensional graphic symbols. The final phase is characterized by the need to interpret and elaborate on other children's or adult's symbols. In simple terms, it is the growth of the child's language system from speaking and understanding to writing and reading at the earliest levels, with emphasis on constructing symbols or models in between.

One thing is certain, though: young children's need to write is a natural result of the growing power of their "urgency to mean." Children choose to write in order to comprehend the world around them: it is not simply a matter of wanting to imitate an activity that parents or older siblings do. It is a deliberate act of helping things to make sense.

Writing leaves a mark on the world. Young children seem to be far more interested in leaving their own marks on the world than they are in reading. It seems reasonable that these children should be more interested in their own marks, scribbles, and letters than in those of others, given their fairly egocentric perspective. They delight in writing on any surface from fogged-up windows to smooth paper to flat stretches of snow or tidal sand. Children want to write long before they are interested in reading for themselves, but educators seem to be ignorant of that preference.

Reading readiness skills are pushed in schooling, while encouragement to write and create is viewed as a later luxury for better students. What is ironic is that writing would greatly facilitate those same early reading skills!

Writing compresses facts and experiences. An important part of the young child's development of the "urgency to mean" is the creation of artifacts or symbols that represent the real world. These are a youngster's shorthand way of reconstructing an object or experience by focusing on the essential features and ignoring the less important details (according to the child's view). Early writing is the natural outgrowth of this activity, for it also relies on grasping the important and discarding the unnecessary. Like the pictures of family members drawn by three-and four-year-olds, early writing centers on essential events almost to the exclusion of other equally important connecting ideas. As a child develops in writing, he or she becomes more deliberate in what is kept and what is discarded on the page.

The important point, though, is that writing actively contributes to a young child's intelligence by nudging along the need to observe carefully and then communicate what is seen and felt with good economy. In that way, writing improves thinking and reinforces the child's own initiative to make sense of the world.

Writing stretches old and new experiences. If you ask young children why they write, their usual response is that they want to tell a story. Often these stories are actually rewoven and stretch experiences children have had before or hope they will have in the future. Seldom do these stories contain new information; they are new combinations of ideas and experiences. Children seem to develop steadily in their use of writing to connect the past and the future, the experienced with the unknown. Younger children most often write about what they have recently seen or done. As they mature, their writing becomes a way of predicting what they might do on a vacation or what might happen on a trip to see relatives. Regardless of the origin of the experiences being shared with the reader, young writers enjoy playing with past and future events

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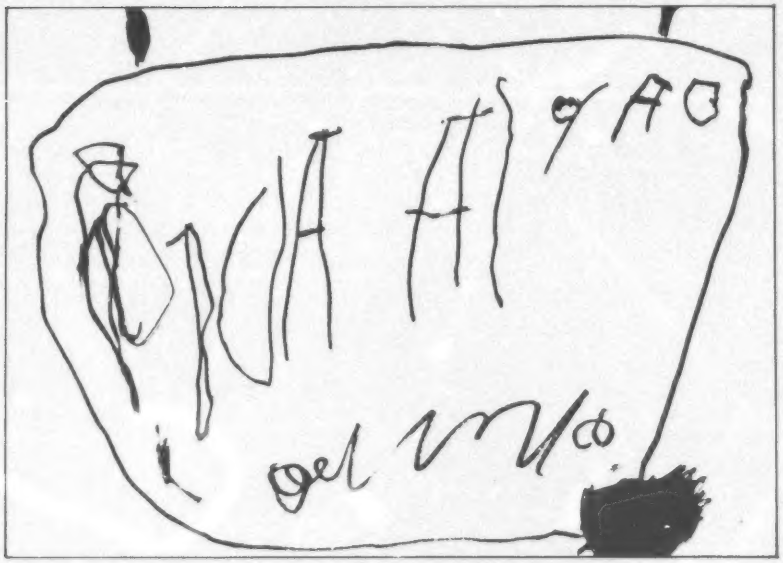

An early stage of writing development captured by a two-and-a-half-year-old.

while they write. In this way, writing serves an important purpose: personal history that is written down and communicated to others.

How can you help your young children's writing? Young children write because they need to; it leaves their mark on the world, it compresses information into manageable chunks, and it expands experiences for broader use. But writing is a high-energy activity that appears in a range of forms and combinations with drawing and play. Where does an adult begin to help?

1. Understand that writing, like speaking, takes a long time to unfold in a child. Every child needs to try out his or her own personal convention and style before beginning to approximate the methods adults use. Be patient with their playful attempts to communicate through print.

2. Be proud of children's writing no matter what form or shape it takes. Even a three-year-old's scribbles are important to him or her. Value their efforts by displaying them around their rooms or asking what each mark or symbol expresses.

3. Provide an environment that stimulates writing. Having paper, markers, crayons, space and time for young children to play with writing or drawing is crucial. Encourage by writing or drawing beside them. Compare your messages and pictures; let your children see you as a person who likes to communicate ideas and feelings to others through writing.

4. Finally, always treat children's early writing and drawing with both seriousness and humor. It pays to respond to their messages in much the same way as you would to their early oral language. Accept what it means with a playful spirit. Shape its form and clarity with understanding.

Above all, remember that young children write because they must -- they must make sense out of the world around them, to clearly see its meaning. This is no easy task. It takes time and tremendous energy and initiative to accomplish. Support the process while being easy on the results, knowing that the best writing is yet to appear if you nurture it.

This article first appeared in *Offspring Magazine*, 1983, number one. □

Life/Works Were One-of-a-Kind

He was a noted figure in gifted education, but you probably would not find his name in the field's literature. Nevertheless, if you talked to students or parents who had the good fortune to cross paths with him, Ted Lenart's influence would be felt.

He was that one-of-a-kind educator whose concern for gifted students transcended the classroom. For example, he could just as readily help finance a youngster's college education as participate in that student's learning experience.

He was a hands-on-educator whose interest, impact and style contributed as much to his success with students as his professional credentials. Thaddeus W. Lenart, as he is listed on his diplomas, earned a BS in education from Chicago Teachers College, an MA in English from Miami University, Oxford, Ohio, and an ME from Chicago State College. He was awarded a John Hay Fellowship by Colorado College, Colorado Springs.

He always managed to maintain his love of English either as a department chairman, by teaching advanced placement English, or by serving as editorial assistant on the book, *Live and Let Live*, by Samuel Kraines.

Nevertheless, his initial exposure to gifted education was as director (1964 to 1967) of Chicago's Kelly High School Gifted Demonstration Center, funded through the Illinois Plan for Program Development. For the past nine years, he was coordinator for gifted programs for Chicago's southwest region, serving five school districts.

Ted Lenart's professional affiliations were numerous, including the Illinois Association of Teachers of English, the Association for the Gifted, the Council for Exceptional Children and the National Association for Gifted Children. But his passion always was for people; this he demonstrated as co-chairman of the All-City and Suburban Human Relationships Workshops from 1966 through 1969. In addition, he worked actively with suburban open housing groups.

His is a 20-year legacy in gifted education, written not in publications, but practiced daily and remembered by hundreds of students, parents and colleagues. Ted Lenart, 53, died August 8, 1984. Although he was one-of-a-kind, he shared his uniqueness with many. □

Books

Frames of Mind: the Theory of Multiple Intelligences, Howard Gardner, Basic Books: New York, 1983.

Without a doubt, Howard Gardner's book, *Frames of Mind*, will become a classic! He succeeds admirably in pulling together theory and research from disparate fields including biology, neurology, psychology, education and sociology and synthesizing well what he finds there. His own background in neuropsychology and his work with brain-damaged as well as gifted children gives him a unique perspective with which to view the issue of intelligence.

Gardner posits that there are at least six separate domains of intelligence that are supported by the growing body of research in many fields. These intelligences are: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and personal. His criteria for establishing each of these as a separate intelligence are:

1. Potential isolation by brain damage;
2. Existence of exceptional individuals that uniquely display the form of intelligence;
3. Identifiable core operation or set of operations;
4. A distinctive developmental history and expert end state performances;
5. An evolutionary history and plausibility;
6. Support from experimental psychological tasks;
7. Support from psychometric findings;
8. Susceptibility to encoding in a symbol system.

His narative description of each intelligence domain is intriguing and complex in its tapestry of biographical references, research findings, theoretical considerations, and psychological musings. Yet it becomes a very rich and convincing argument for his theory of multiple intelligences. He also provides his own critique and a wonderful commentary on symbolic development of each type of intelligence within the culture.

If Gardner's book has a flaw, it is his disjointed and meandering attempts to draw direct educational implications from his ideas. This section of the book suffers from lack of appropriate examples and careful transfer of ideas to the realm of the practical world of schools. He would have done well to have saved this section for a later treatise.

To any reader interested in what intelligence is and committed to a higher level synthesis around the answer, *Frames of Mind* creates a challenging pattern for discovery.

Academic Precocity: Aspects of Its Development, Camilla Persson Benbow and Julian C. Stanley (Eds.), John Hopkins University Press, 217 pp., 1983.

This book results from a symposium held in 1980, sponsored by the Johns Hopkins University, to evaluate the first decade of work of the Johns Hopkins Study of Mathematically Precocious Youth (SMPY). An introduction by Julian Stanley, SMPY's founder gives the reader a brief history of the project. The remainder of the book is a detailed accounting of the follow-up data collected on initial talent search participants. Information reported includes high school and college course-taking patterns, achievement awards and honors earned, educational aspirations, frequency of acceleration, and type of accelerative options utilized by SMPY students. In addition, data is presented on students' assessments of the impact of SMPY and acceleration (when utilized) in their educational and personal-social development. The conclusion one draws is that SMPY students are well-adjusted, and, as a result of their association with the talent search and participation in its educational programs, tend to accelerate their educational progress and to feel positively about doing so.

The reader is overwhelmed by the amount of information presented (almost too much to digest) but impressed by the extraordinary successes of the students themselves. Some chapters, such as those by Lunny and VanTassel-Baska, detail their efforts at replicating the identification procedures and programmatic initiatives of SMPY and are interesting, because they demonstrate the flexibility and adaptability of the basic model. Robinson's presentation of arguments for and against acceleration is well written and convincing, and his explication of the support services for early entrants to Washington University is striking for its honesty and detail. *Academic Precocity* is a book most useful for educators who wish to implement the fast-paced model that is explicated here (or need to be convinced of its feasibility and impact) and for researchers who are interested in the immediate and long-term success of talent search participants and some of their characteristics. It is probably too heavily data-oriented to be useful or interesting to parents. ▷

Book Reviews continued

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All Grown Up and No Place to Go. David Elkind. Addison-Wesley Publishers, $8.95, Paperback, 1984.

Subtitled "Teenagers in Crisis," this very readable book is the fitting sequel to Elkind's highly popular *The Hurried Child* (1981), which explored the perils of rushing adult-like expectations on children, thus robbing them of their childhood. The starting point of this new book is that our teenagers have not been displaced by the pressures of modern culture, but rather find themselves "unplaced" -- owning the responsibilities of adulthood, possessing few of the prerogatives, and consequently "being all grown up with no place to go!"

As always, David Elkind does a masterful job of explaining the processes of adolescent development in a way that parents and young people can understand and appreciate. In the first section of the book, he addresses the need for an adolescent epoch in a young person's life. He carefully maps out how the onset of biological changes and the shifts in the way young adolescents can think work together to create new, challenging opportunities for young people to grow and understand themselves. This treatment of the adolescent passage alone is worth any parent's reading. Elkind uses it cleverly to set up the first two sections.

What happens when children have been "hurried" through their childhood? That unanswered question from the earlier book is dramatically addressed in the context of adolescence today. The first is that young people face the perils of premature adulthood. Elkind examines this plight by describing the steady erosion of important "markers" in the adolescents' world. Young people find that their values, their clothing, their music, and even their own rebellious image have been taken over by adults determined to find their own new identities at all costs. Further difficulties ensue when families are stretched and reorganized by divorce and remarriage; young adolescents find themselves weighed down with heavy loads of premature self-direction, responsibility, and decision-making.

The second major impact of hurried adolescence and premature adulthood is that teenagers are stressed to the point of seeking an identity (indeed, *any* identity) at all costs. The chapter called "Stress, Identity, and the Patchwork Self" is David Elkind at his best. With clarity and sensitivity, he weaves a chilling picture of young adolescents who attempt to build an early identity for themselves by a process of substitution. In the end, these young people acquire a set of attitudes, values, habits, and behaviors that are often unconnected and usually in conflict with each other. It is that unfortunate state of identity resolution that Elkind addresses for the remainder of the book.

All Grown Up and No Place to Go is required reading for anyone concerned with bright, talented adolescents. Parents, teachers, counselors, and adolescents themselves will enjoy the ease with which Elkind examines important aspects of adolescence today. His thinking and experience certainly prod one to consider the efficacy and costs of "hurrying" children along -- whether in schooling, in families, or in society at large. No one will read Elkind's latest work and go away complacent about the prospects of adolescence in modern society. □

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